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ABSTRACT

This curriculum guide on the hospitality occupations was developed to help secondary and postsecondary home economics teachers prepare individuals for entry-level jobs in the hospitality industry. The content is in seven sections. The first section presents organizational charts of a medium-size hotel, food and beverage division, housekeeping and front desk, departments of rooms division, and the purchasing department of the business division. Section 2 covers the eight competencies needed by all hospitality industry employees regardless of the job, including for each competency one or all of the following: a general objective and correlated behavioral objectives, teaching techniques/methods, and resources. The next three sections cover competencies for twenty-four specific jobs within three divisions of the hospitality industry: food and beverage division (both preparation and service), rooms division (housekeeping and front desk), and business division (purchasing). For each of the jobs covered, one or all of the following is included: general objective and correlated behavioral objectives, teaching methods, and resources. Section 6 lists the instructional resources, such as books and pamphlets, films, and filmstrips. The last section is a hospitality industry vocabulary list. The appendix includes a simulated job interview, directions for a job application by letter, a sample job description, and sample worksheets. (EM)

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HOSPITALITY OCCUPATIONS CURRICULUM GUIDE

A Curriculum Development Project
Sponsored by
The Bureau of Homemaking Education
CALIFORNIA STATE DEPARTMENT OF EDUCATION

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HOSPITALITY OCCUPATIONS CURRICULUM GUIDE

Preface

This *Hospitality Occupations Curriculum Guide* is a response to an identified need by the hospitality industry of California. It provides suggestions for training men and women in a variety of entry-level occupations within the industry.

The Department of Education's Bureau of Homemaking Education found that the training requirements of the industry correlated with the general curriculum and subject areas of home economics. The bureau was well qualified to undertake an occupational program that would provide students with the skills and competencies necessary for employment in one of the fastest-growing industries in the state.

An advisory committee was formed, composed of selected educators, labor representatives, hospitality industry representatives, and Department of Education staff members. The committee delineated the basic areas of training and developed the conceptual framework for the curriculum. There was general agreement that a curriculum, to be effective, must be flexible enough to meet the needs of the students—both young persons and adults—the instructor, and, in addition, the needs of the potential employer. Hopefully, this guide achieves that flexibility of approach.

Ease of travel and the increasing leisure of many Americans has created a long-term "growth" trend for the hospitality industry. This, in turn, means that rapid advancement is possible for those individuals who are trained and ready to move ahead. This *Hospitality Occupations Curriculum Guide* is a major effort on the part of the Department of Education to help prepare skilled individuals for new occupational roles with a future.

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State Director of Vocational Education

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Introduction

The *Hospitality Occupations Curriculum Guide* includes competency-based objectives, methods, and resources which are divided into two categories. First, competencies needed by all hospitality industry employees and, secondly, competencies for specified entry level jobs related to home economics. Entry level jobs in this guide are those requiring minimum training and/or experience.

An analysis of the community needs and job market is the basis for program development in occupational areas. This guide allows for flexibility for the teacher to select the particular objectives that meet both student and job market needs.

Many of the skills may be taught with little investment in equipment and space. In all cases, the program should be conducted to the fullest extent possible using resources and equipment available in the classroom and school facility, or through a regional occupational program or center. Provision can be made for additional training through cooperative education or work experience education.

Evaluation is an important component in any curriculum. Each job description contained in this guide lists the skills required to perform that job successfully. These skill lists may serve as the basis for evaluation.

All resources listed in the guide are presented in the bibliography.

The organization charts shown in the guide are for a medium size hotel of 300 to 500 rooms.

An Occupational
Curriculum Guide of the
California State Department of Education
Bureau of Homemaking Education

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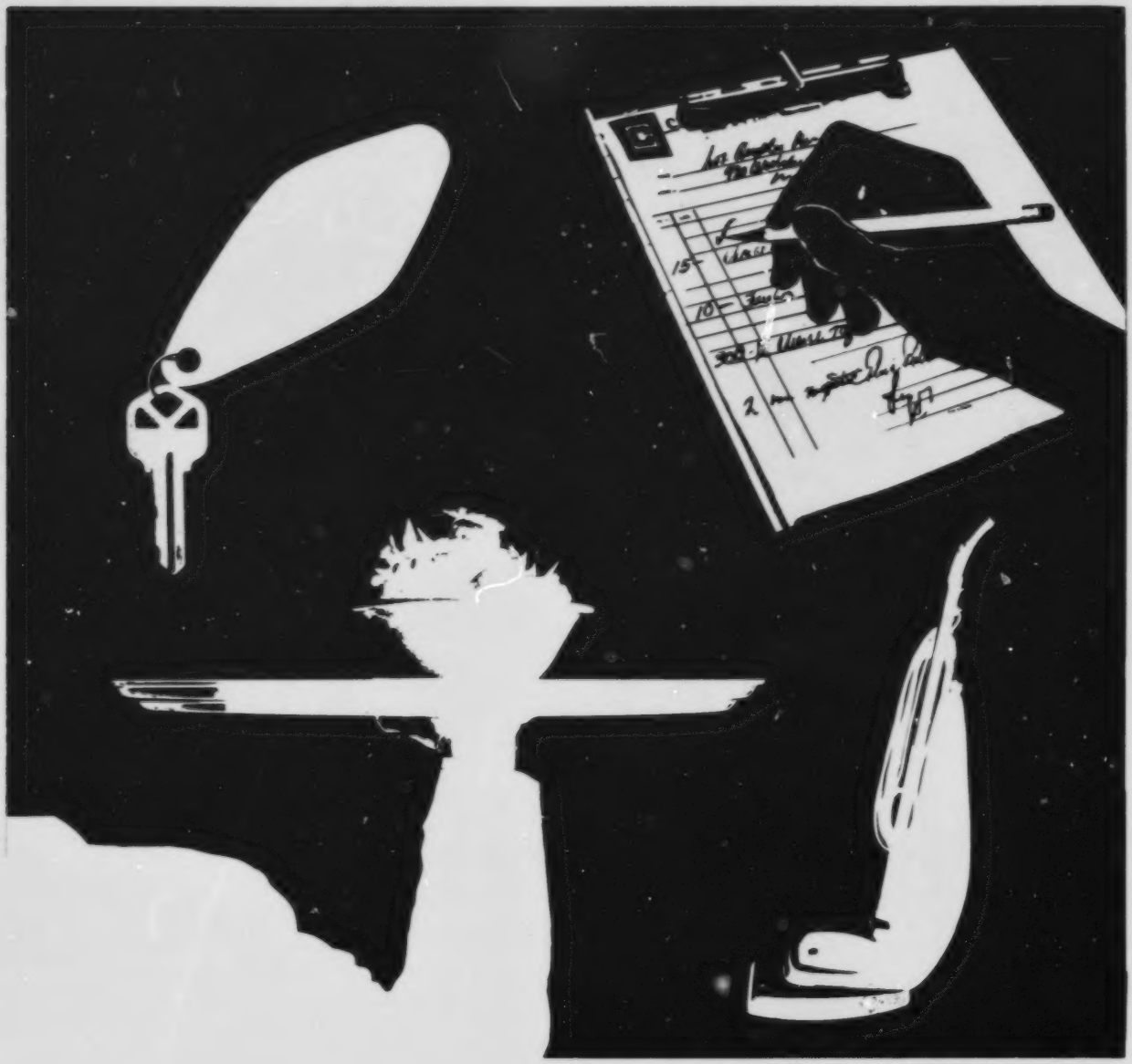
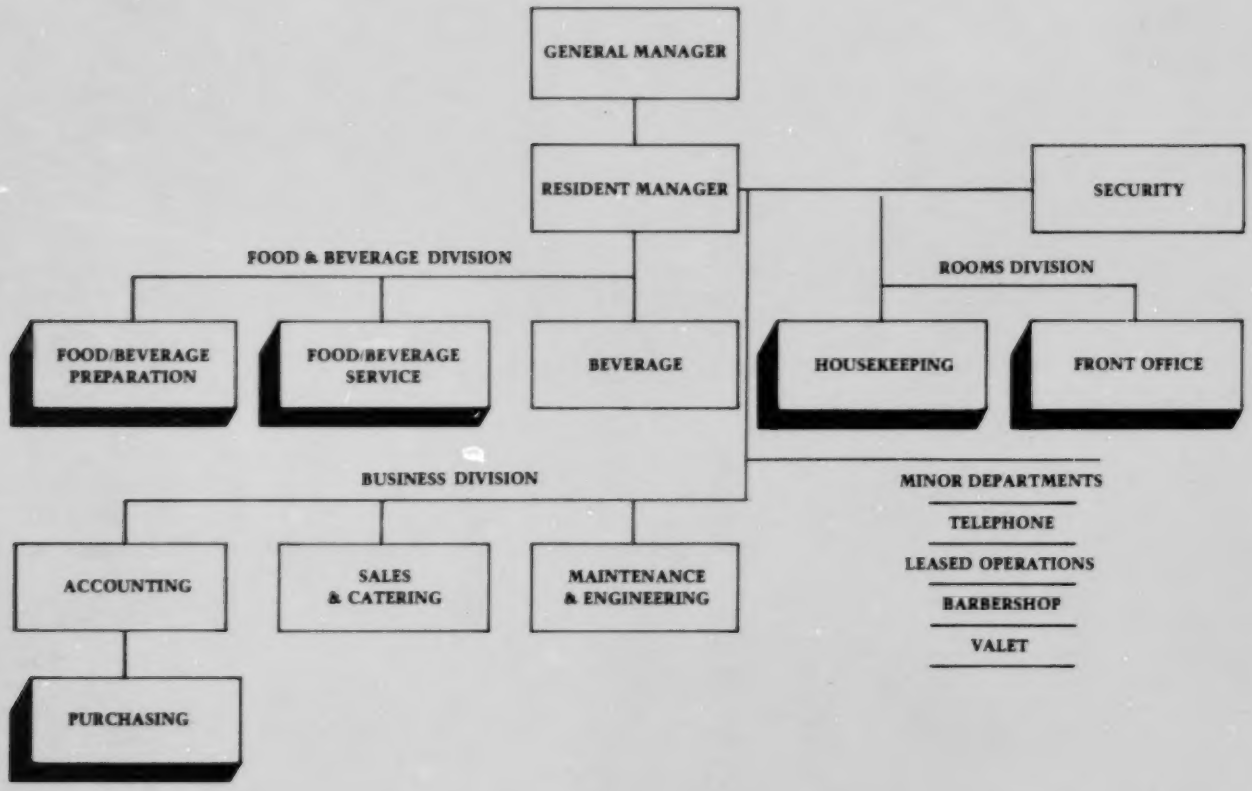
ORGANIZATION CHARTS



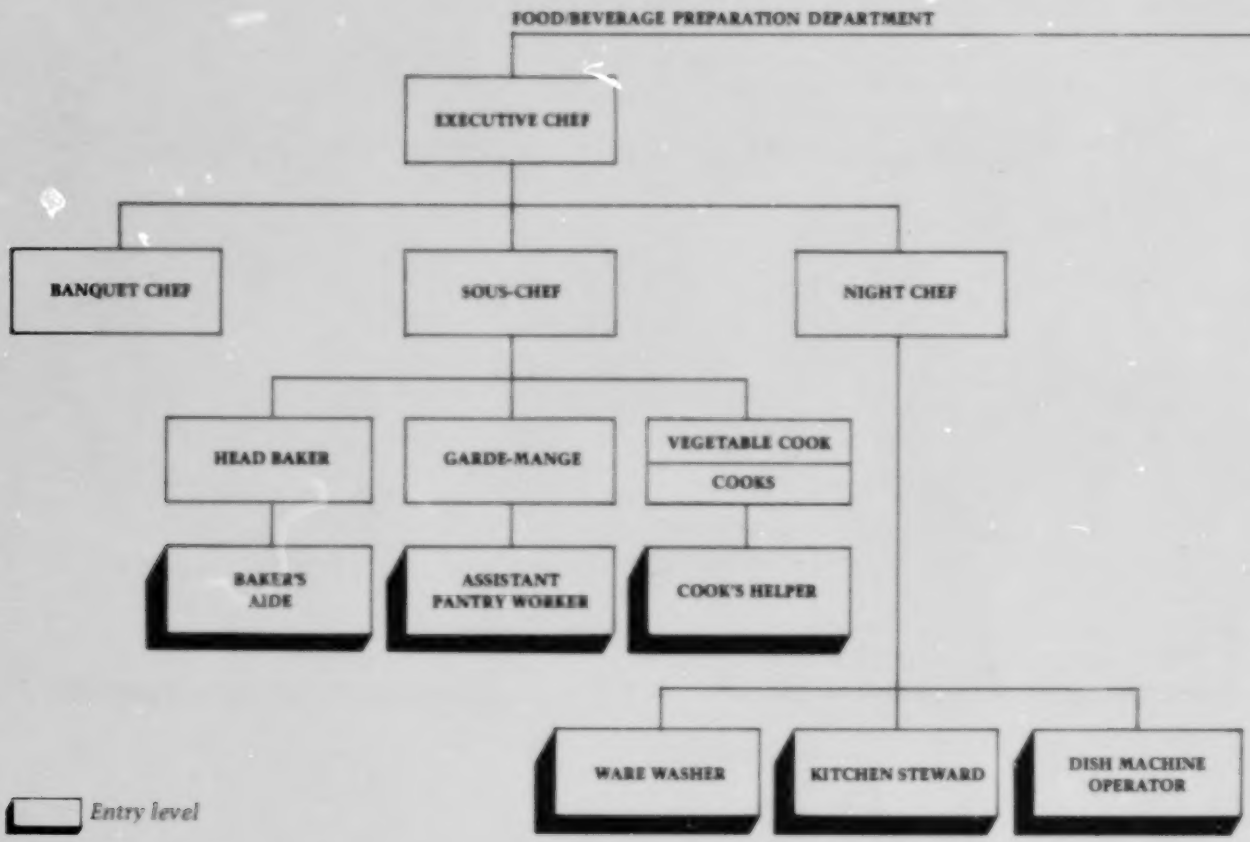
ORGANIZATION CHART OF A MEDIUM SIZE HOTEL*



= *Divisions and service sections described in this guide.*

**This organization chart indicates hotel divisions and their relationship to each other. This organization chart is for a hotel of 300–500 rooms. All organization charts in this guide are for a medium size hotel.*

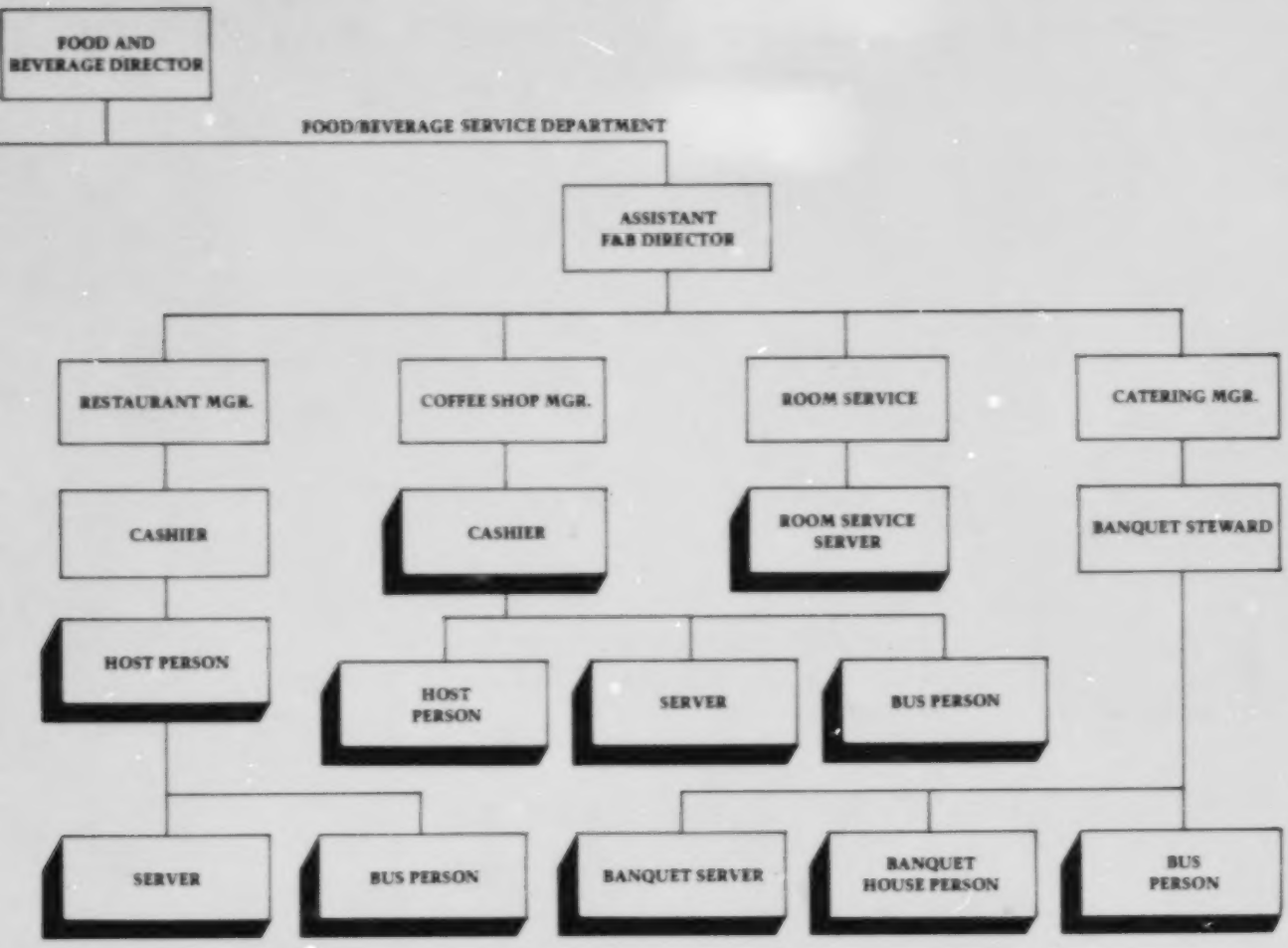
FOOD AND BEVERAGE DIVISION/ORGANIZATION CHART



FOOD and BEVERAGE DIVISION JOB TITLES AND BRIEF DESCRIPTION OF DUTIES

FOOD/BEVERAGE PREPARATION DEPARTMENT

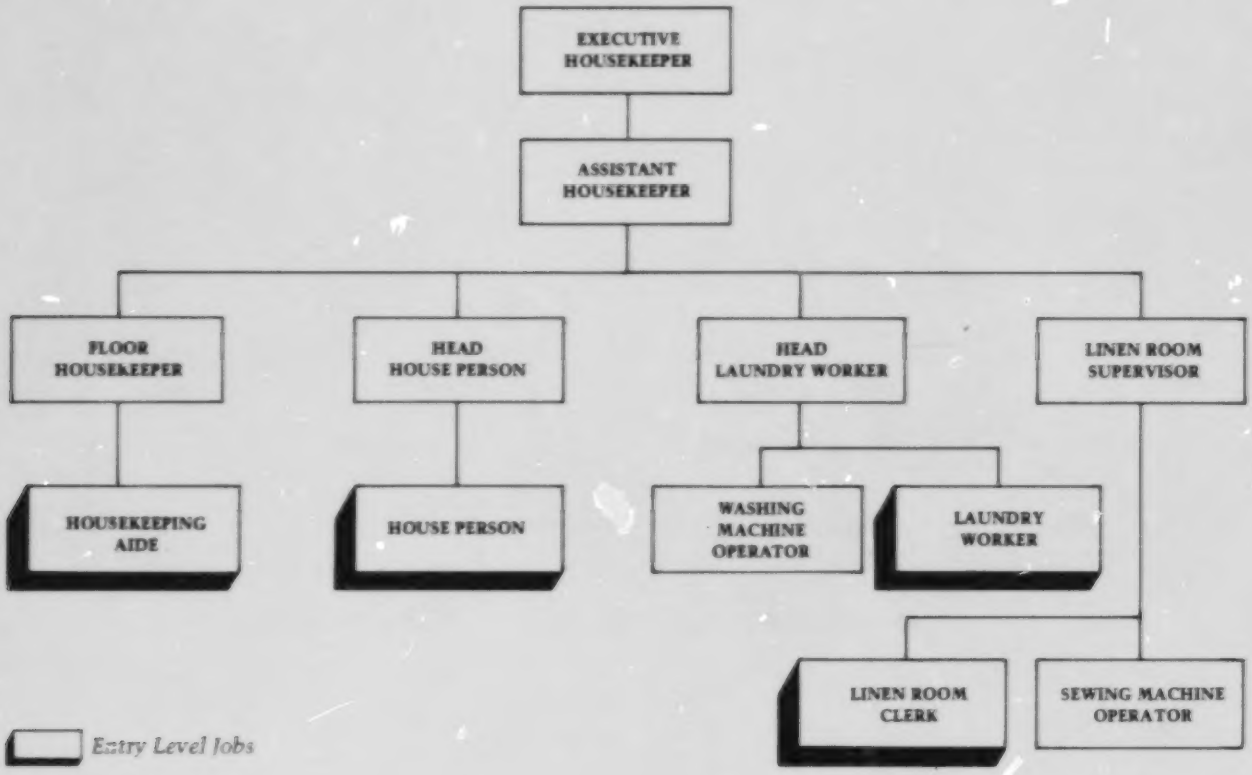
Entry Level Jobs	Brief Description of Duties
Baker's Aide	Helps baker mix dough, prepare breads and pastries, and bake off. Helps prepare custards and puddings.
Assistant Pantryworker	Assists in preparation of salads, sandwiches, fruits, juices, toast, coffee, and tea.
Cook's Helper	Assists in preparation of vegetables, main dishes, meats, and sauces.
Ware Washer	Cleans pots and pans.
Dish Machine Operator	Scrapes, stacks, and inserts dishes in dishwashing machine. Racks dishes for reuse.
Kitchen Steward	Cleans kitchen equipment and coolers.



FOOD/BEVERAGE SERVICE DEPARTMENT

Entry Level Jobs	Brief Description of Duties
Host Person	Seats guests, supervises the service of food. May serve as cashier.
Cashier	Receives payment for food and beverage. Does much of the paperwork for Accounting Dept.
Restaurant Server	Serves guests food and beverage orders in restaurant, coffee shop operations.
Banquet Server	Serves guests food and beverages at banquets involving a pre-determined menu.
Banquet House Person	Sets up and removes tables, chairs, and equipment for banquets and meeting rooms.
Room Service Server	Delivers food orders to guests in their hotel rooms. May serve food.
Bus Person	Assists server by clearing, cleaning, and re-setting tables.

ROOMS DIVISION Housekeeping Department/ORGANIZATION CHART

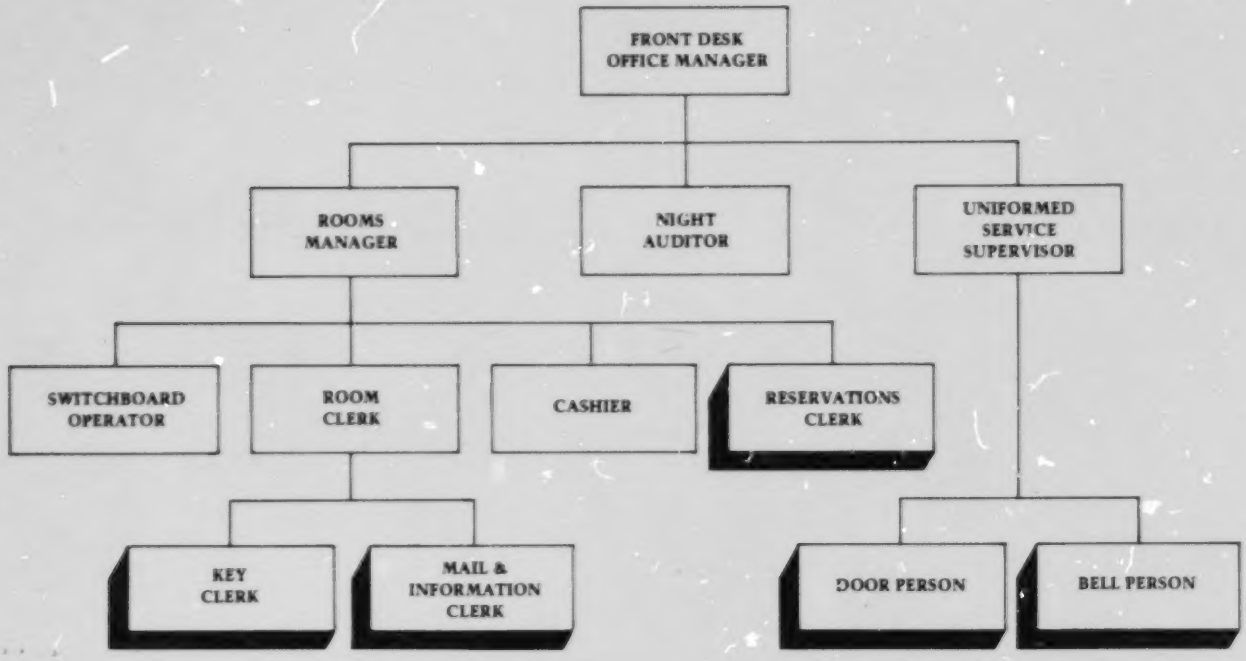


HOUSEKEEPING DEPARTMENT JOB TITLES AND BRIEF DESCRIPTION OF DUTIES

Entry Level Job Title	Brief Description of Duties
Housekeeping Aide	Cleans and puts guest rooms in order.
House Person* A. Trash Person B. Vacuum Person C. Window Washer D. Floor Washer E. Banquet Person F. Carpet Cleaner G. Wall Washer	Does all heavy cleaning in the hotel. Cleans walls, floors, windows. Cleans all public rooms. Sets up tables and chairs for banquets.
Laundry Worker	Loads and operates washers and dryers, operates folding and ironing machines, does some folding of linens by hand, treats stains on uniforms and linens.
Linen Room Clerk	Handles inventory and checkout of linen room supplies.

**Depending on the size of the hotel, a house person may be given a specific job title and duties or, in a small hotel, may be assigned to all of the duties.*

ROOMS DIVISION Front Desk Department*/ORGANIZATION CHART



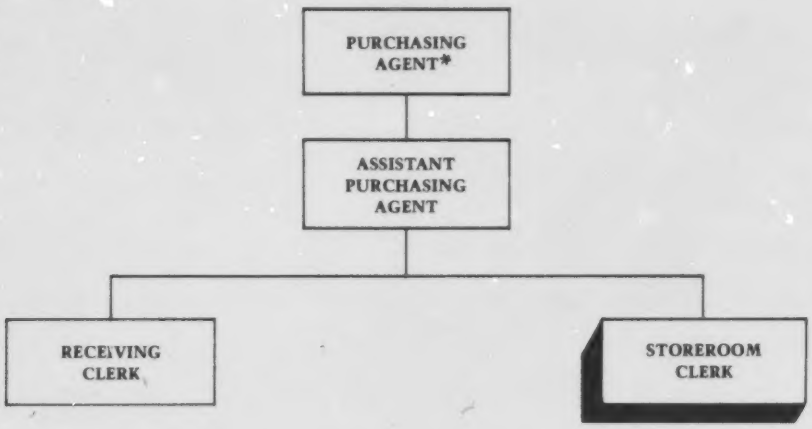
Entry level jobs

**Front desk is included to present an overview of the entire hotel operation. This department requires many business skills which the home economics teacher may teach or which may be coordinated with a business education teacher. For this reason, specific methods and resources are not given.*

FRONT DESK DEPARTMENT JOB TITLES AND BRIEF DESCRIPTION OF DUTIES

Entry Level Job Title	Brief Description of Duties
Key Clerk	Sorts, issues, and accounts for all keys. This includes accounting for rooms that are made up and ready for occupancy.
Mail and Information Clerk	Answers all telephone information calls and requests made in person. Sorts mail, forwards departed guests' mail, including packages. Delivers messages between departments and between guests and hotel departments.
Reservations Clerk	Makes and confirms advance reservations.
Door Person	Assists guests upon arrival and departure from hotel, directs arriving autos at entrance area.
Bell Person	Escorts guests to rooms and carries baggage, turns on lights and heat or air-conditioning.

BUSINESS DIVISION Purchasing Department/ORGANIZATION CHART



Entry level jobs

*Depending upon the size and policy of the hotel, the purchasing agent and an assistant may be the only employees in this department.

PURCHASING DEPARMENT JOB TITLES AND BRIEF DESCRIPTION OF DUTIES

Entry Level Job Title	Brief Description of Duties
Storeroom Clerk	Stocks shelves and fills in-house requisitions.

CORE COMPETENCIES*

There are several competencies which all employees should have, regardless of the individual job assignment. These competencies should be included as an integral part of every occupational program.

The student trained as a hospitality employee:

1. Will be aware of the industry as a whole—its goals and current directions.
2. Will be able to function on the job according to the rights and responsibilities as determined by law and governmental regulations, the union, and the employer.
3. Will have a positive, helpful manner when relating with guests, employees, and the employer.
4. Will have a clean and neat appearance.
5. Will have the ability to manage on the income of an entry-level hotel employee.
6. Will demonstrate acceptable procedures when applying and interviewing for employment.
7. Will have positive work habits and attitudes.
8. Will assume responsibility for working in a manner that does not jeopardize the health or safety of other guests, employees, or the employer.

**There are a number of curriculum guides and teaching materials available concerning occupational competencies. It is recommended that the teacher search new materials as well as those materials available in the local district. The bibliography included in this guide provides many resources for occupational skills training.*

Core competency 1

General Objective:

The student trained as a hospitality industry employee will be aware of the industry as a whole—its goals and current directions.

To accomplish this objective, the student will:

1. Explain a hotel organization chart.
2. Assess the job potential in the industry on national and local levels.
3. List salary ranges and additional benefits for entry-level jobs in the hospitality industry.
4. List three entry-level positions in each department of a hotel.
5. List three to five educational training opportunities in the hospitality industry.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Explain a hotel organization chart.	Study a variety of hotel organization charts. Ask hotel advisory committee members for copies of their charts.	See organization charts included in this guide.
	Guest speaker: Hotel manager or personnel director to speak on organization of hotel.	
	Panel discussion: A representative from each department of a hotel.	
	Read:	*Your Career in the Lodging Industry.*
	Ask advisory committee members to arrange to have each student interview an employee in a department of the student's choice.	
	Tour one or more hotels, preferably of different sizes.	
	Film:	*Where Do I Go from Here?*

OBJECTIVES	TEACHING METHODS	RESOURCES
2. Assess the job potential in the industry on national and local levels.	Guest speaker: Manpower or employment agency. Guest speaker: Personnel director of a local hotel. Read: Local newspaper classified ads.	
3. List salary ranges and additional benefits for entry-level jobs in the hospitality industry.	Guest speakers: Hotel personnel director and labor union representative. Field trip to career center/library to review available materials. Review union contracts to determine salaries and additional benefits. Discuss entry-level and advanced positions, moving up career ladder, salary and benefits of each advanced position.	
4. List three entry level positions in each department of a hotel.	Guest speaker: General manager or personnel director of a hotel. Have students interview at least two hotel employees regarding entry-level requirements. Field trip to career center/library to review available materials.	See Appendix.
5. List three to five educational training opportunities in the hospitality industry.	Review available scholarships by contacting FSEA. Tour community colleges, trade schools,or four-year colleges and universities with hospitality programs. Discuss entrance requirements for above programs. Practice filling out application forms. Discuss apprenticeship programs. Guest speaker: Apprenticeship commissioner and/or Chefs de Cuisine member.	Food Service Executives Assn.

Core competency 2

General Objective:

The student trained as a hospitality employee will be able to function on the job according to the rights and responsibilities as determined by law and governmental regulations, the union, and the employer.

To accomplish this objective, the student will:

1. Discuss the rights and responsibilities of the employee and employer included in the California Occupational Safety and Health Act.
2. Work in compliance with the standards of the Division of Environmental Health.
3. Read a payroll check and explain the reason for each deduction.
4. Read and work within the guidelines of a union contract or the employee guidelines as determined by the Division of Industrial Welfare.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Discuss the rights and responsibilities of the employee and employer included in the California Occupational Safety and Health Act.	Guest speaker: Representative of Division of Industrial Safety or National Safety Council.	California Administrative Code, Title 8, Chapter 4, Subchapter 7, General Safety Orders.
2. Work in compliance with the standards of the Division of Environmental Health.	Guest speaker: State Division of Environmental Health representative.	
3. Read a payroll check and explain the reason for each deduction.	Guest speaker: Payroll supervisor or personnel director of a hotel.	
	Use tax books to have students calculate deductions on a typical entry level pay check for a hotel employee.	
	Learning kit:	*Your Payroll Deductions.*
4. Read and work within the guidelines of a union contract or the employee guidelines as determined by the Division of Industrial Welfare.	Guest speaker: Hotel employees union business agent; State Division of Industrial Welfare representative; or youth employment counselor, Employment Development Department.	
	Read:	Union contracts obtained from the local hotels or unions.

Core competency 3

General Objective:

The student trained as a hospitality employee will have a positive, helpful manner when relating with guests, employees, and the employer.

To accomplish this objective, the student will:

1. List five characteristics generally expected of the employee by the employer.
2. List ten characteristics expected of the hospitality employee by the guest.
3. Analyze people interaction situations to determine how to function competently with guests, employees, and employer.
4. Demonstrate courteous behavior to all guests and personnel.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. List five characteristics generally expected of the employee by the employer.	Interview a hotel employer. Guest speaker: Hotel mid-management or supervisory personnel.	
2. List ten characteristics expected of the hospitality employee by the guest.	Prepare and conduct a sample survey regarding abilities, personality expected of a hotel employee. Discuss results of survey.	
3. Analyze people interaction situations to determine how to function competently with guests, employees, and the employer.	Role-play. Guest speaker: Front office manager. Film: Read:	*Handling Complaints.* Heldenbrand, H. V. *Front Office Psychology*, pp. 1–26.
4. Demonstrate courteous behavior to all guests and personnel.	Filmstrip: Discussion. Film: Read:	*Your Personality: The You Others Know.* *Personal Qualities for Job Success.* Loeb, R. H. *Manners at Work.*

Core competency 4

General Objective:

The student trained as a hospitality employee will have a clean and neat appearance.

The grooming unit should be designed by the individual teacher using resource materials available at the local level. Therefore, teaching methods and resources are not listed for this competency.

Core competency 5*

General Objective:

The student trained as a hospitality industry employee will have the ability to manage on the income of an entry-level hotel employee.

To accomplish this objective, the student will:

1. Prepare a budget for a single person based on entry-level wages for three entry-level hospitality jobs of the student's choice.
2. Discuss the difference between fixed and variable expenses.
3. Balance a check book.
4. List four interest-bearing methods for saving money.
5. Compute simple and compound interest.

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*This unit should be taught in accordance with the personal finance curriculum/unit used in the Home Economics Department. Therefore, teaching methods and resources are not listed for this competency.

Core competency 6

General Objective:

The student trained as a hospitality industry employee will demonstrate acceptable procedures when applying and interviewing for employment.

To accomplish this objective, the student will:

1. Prepare a resume.
2. Write a letter of application.
3. Fill out an application form.
4. Demonstrate acceptable application/job interview procedures.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Prepare a resume.	Guest speaker: Business English instructor.	
	Develop personal work experience resumes. Have class discussion of results.	
	Discuss/role-play: Requesting individuals to write a recommendation.	
	Apply for a Social Security number.	Social Security application forms.
	Speaker/student activity: Employment Development Department official resume forms.	Forms from Employment Development Department.
	Teacher resource/read:	Bolles, Richard N. *What Color Is Your Parachute?* Irish, Richard K. *Go Hire Yourself an Employer.*
2. Write a letter of application.	Guest speaker: Private or public employment agency counselor.	See Appendix: Job Application by Letter.
	Prepare a letter of application which would be acceptable to an employer.	
3. Fill out an application form.	Use sample forms obtained from local hotels or forms obtained by students from local businesses.	
4. Demonstrate acceptable application/job interview procedures.	Filmstrips:	*The Job Interview.* *Preparing for an Interview.* *You and Your Job Interview.*
	Simulation interview with industry interviewers.	See Appendix: Evaluation of Simulated Job Interview.
	Videotape simulated interviews. Review results with students.	Job Interview Questions.

Core competency 7

General Objective:

The student trained as a hospitality industry employee will have positive work habits and attitudes.

To accomplish this objective, the student will:

1. Define the word "initiative" and list five examples of a worker showing initiative on the job.
2. Demonstrate dependability by attending and participating in class, completing assignments.
3. Demonstrate punctuality by arriving at class and on the job prior to the appointed time.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Define the word "initiative" and list five examples of a worker showing initiative on the job.	Discuss the word "initiative."	Dictionary.
	Evaluate certain classroom situations to show how one student or a group of students demonstrated initiative.	*Student Manual for Occupational Relations, p. 24.*
	Role-play job situations and discuss why initiative benefits both the employee and the employer.	
	Present an "initiative button" at the end of each class period to a student displaying the attribute.	
	Keep notes on a student showing initiative; date and place notes in the "personnel" file. Use the record as positive re-inforcement at the time of the student's next evaluation.	
2. Demonstrate dependability by attending and participating in class, completing assignments.	Give points based on attendance and prepare a percentage based on the total possible days.	
	Prepare a mandatory class sign-in/sign-out system for students. Discuss that the failure to sign in on the job could result in the loss of a day's pay.	
	Have each student conduct a self-evaluation, using an attitude rating sheet, each week for one month. Put the evaluation, with teacher comments, in the "personnel" file and discuss at the student's evaluation.	*Student Manual for Occupational Relations, p. 29.*
3. Demonstrate punctuality by arriving at class and on the job prior to the assigned time.	Include on the above mentioned sign-in sheet a place for the time as well as the date.	
	Demonstrate the use of a time clock.	

Core competency 8

General Objective:

The student will assume responsibility for working in a manner that does not jeopardize the health or safety of other guests, employees, or the employer.

To accomplish this objective, the student will:

1. Demonstrate handling dishes, food, beverages, and equipment in a sanitary manner.
2. List the conditions for and means of controlling bacterial growth.
3. List six common food-borne illnesses.
4. List the standards a hotel must maintain to pass a Division of Environmental Health inspection.
5. Practice safe work habits.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Demonstrate handling dishes, foods, beverages, and equipment in a sanitary manner.	Demonstration/laboratory: Prepare culture plates and contaminate them; watch bacteria develop.	
	Read and prepare oral reports on indicated texts:	*Applied Food Service Sanitation.* and/or Jernigan, Anna. *Food Sanitation: Study Course.*
	Films:	*Mr. Dish Machine Operator.* and/or *Sanitation: Why All the Fuss?* and/or *Sanitation: Rules Make Sense.* and/or *Dining Room Sanitation.*
2. List the conditions for and means of controlling bacterial growth.	Read:	Haines, Robert. *Food Preparation for Hotels, Restaurants, and Cafeterias,* pp. 10–15.
	Read and answer questions from indicated text:	Jernigan, Anna. *Food Sanitation: Study Course.*
	Guest speaker: Biology instructor or representative from the Division of Environmental Health.	
3. List six common food-borne illnesses.	Read:	Haines, Robert. *Food Preparation for Hotels, Restaurants, and Cafeterias,* P. 10–15.

"Core Competency 8" continued next page

OBJECTIVES	TEACHING METHODS	RESOURCES
	Filmstrips:	*The Free Loaders.* and/or *The Unwanted Four.*
	Read:	Jernigan, Anna. *Food Sanitation: Study Course.* and/or *48 Ways to Foil Food Infection,* p. 15.
	Analyze:	Division of Environmental Health inspection sheets.
4. List the standards a hotel must maintain to pass a Division of Environmental Health inspection.	Guest speaker: Representative of the Division of Environmental Health.	
	Analyze an inspection sheet form to determine the necessary standards and their importance to health safety.	Division of Environmental Health inspection sheets.
	Use the forms to analyze the school cafeteria, home economics laboratory, or home kitchen.	
5. Practice safe work habits.	Guest speaker: Physical education instructor. Use of safe body mechanics on the job.	
	Films:	*Work Smart–Stay Safe.*
		Kitchen Safety: Preventing Burns. and/or *Kitchen Safety: Preventing Falls.* and/or *Kitchen Safety: Preventing Machine Injuries.* and/or *Kitchen Safety: Preventing Cuts and Strains.* and/or *Kitchen Safety: Preventing Fires.* and/or *Dining Room Safety.*
	Guest instructor: Individual qualified to teach 8-hour Red Cross multimedia safety course.	
	Guest speaker: Representative of National Safety Council or Division of Industrial Safety; a safety engineer.	
	Filmstrips:	*Dishing Up Safety.* and/or *The Angry Flame.*
	Read:	*An Employee Safety Message for Food Service Operators.* and/or *Your Responsibility for Safety.*

FOOD AND BEVERAGE DIVISION

FOOD AND BEVERAGE PREPARATION

Cook's Helper

General Objective:

A student trained as a cook's helper will assist the chef in the preparation of food.

To accomplish this objective, the student will:

1. Clean and store all produce.
2. Prepare garnishes.
3. Prepare vegetables.
4. Prepare salads.
5. Prepare simple desserts.
6. Portion food for serving.
7. Clean work stations in the kitchen.
8. Requisition supplies from the storeroom.
9. Weigh and measure foods according to recipes.
10. Mix ingredients as directed by the specified recipe.

Note: Due to the wide variety of food service curriculum available, space will not be devoted to teaching methods for this position.

Baker's Aide

General Objective:

A student trained as a baker's aide will be able to understand and follow the directions given by the baker.

To accomplish this objective, the student will:

1. Requisition supplies from the storeroom.
2. Store supplies correctly.
3. Read, interpret, and convert recipes.
4. Weigh and measure ingredients according to specified recipe.
5. Mix ingredients according to directions.
6. Bake all breads, rolls, cakes, and pastry not purchased pre-prepared.
7. Prepare all custards, puddings, and other desserts.
8. Use a pastry bag to decorate cakes, pastries, and other desserts.

"Baker's Aide" continued next page

"Baker's Aide" continued

OBJECTIVES	TEACHING METHODS*	RESOURCES
The student will:		
1. Requisition supplies from the storeroom.	Use overhead projector to show various types of requisition forms. Discuss need for the use of requisition forms. Practice filling out requisitions.	
2. Store supplies correctly.	Review the sanitary storage of food products.	
3. Read, interpret, and convert recipes.	Study vocabulary used in baking through use of flash cards, slides. Demonstration: How to convert recipes to various quantities. Practice converting recipes until student can perform with accuracy. Discuss dollar cost involved in mathematical errors which result in waste.	Crawford, Hollis W. *Metric Workbook for Food Service/Lodging.*
4. Weigh and measure ingredients according to specified recipe.	Demonstration: Techniques of weighing and measuring ingredients. Provide laboratory practice in measuring techniques.	Amendola, Joseph. *The Baker's Manual for Quantity Baking and Pastry Making.*
5. Mix ingredients according to directions.	Demonstration: Methods of mixing baked goods. Laboratory experiences: Mixing techniques on a quantity basis.	Amendola, Joseph. *The Baker's Manual for Quantity Baking and Pastry Making.*
6. Bake all breads, rolls, cakes, and pastry not purchased pre-prepared.	Laboratory demonstrations and experiences: Related baking techniques.	
7. Prepare all custards, puddings, and other desserts.	Laboratory demonstrations and experience: Preparing custards, puddings, and other thickened desserts.	
8. Use a pastry bag to decorate cakes, pastries, and other desserts.	Complete a unit on cake decorating with demonstrations and laboratory experiences.	

*Note: Due to the number of materials available and the similarity of the content to home economics skills, this guide will not repeat the specifics of preparation.

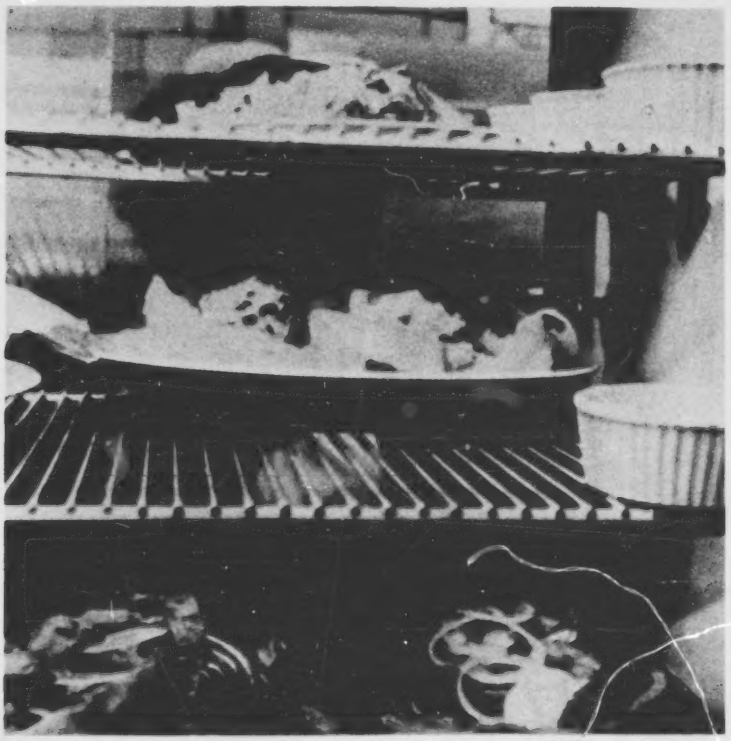
Assistant Pantry Worker

General Objective:

A student trained as an assistant pantry worker will be able to follow the directions of the supervisor in preparing items which are the responsibility of the pantry section.

To accomplish this objective, the student will:

1. Weigh and measure foods according to recipes.
2. Mix ingredients as directed by the specified recipe.
3. Wash and prepare fruits and vegetables.
4. Prepare garnishes.
5. Prepare appetizers.
6. Prepare sandwich fillings and spreads.
7. Prepare basic tossed, molded, and arranged salads.
8. Prepare beverages.
9. Slice cheese and cold meats.
10. Portion foods accurately to standards established by the hotel.
11. Prepare sandwiches.



OBJECTIVES	TEACHING METHODS*	RESOURCES
The student will:		
1. Weigh and measure foods according to recipes.	Demonstration: Weights and measures. Laboratory practice in measuring techniques.	Food preparation text of the teacher's choice.
2. Mix ingredients as directed by the specified recipe.	Demonstration: Methods of mixing. Laboratory practice using mixing methods demonstrated.	
3. Wash and prepare fruits and vegetables.	Demonstration: Care of produce. Field trip to produce market.	
4. Prepare garnishes.	Demonstration: Preparation of garnishes. Laboratory: Preparation of garnishes. Film: Filmstrip:	 *Of Garnishes and Kings.* *All About Garnishes.*
5. Prepare appetizers.	Demonstration: Preparation of appetizers.	Food preparation text of the teacher's choice.
6. Prepare sandwich fillings and spreads.	Demonstration: Sandwich fillings and spreads. Laboratory Practice. Guest speaker: Sandwich maker from a vending machine catering company.	Food preparation text of the teacher's choice.
7. Prepare sandwiches.	Demonstration: Sandwich preparation.	
8. Prepare beverages.	Demonstration: Beverage preparation. Laboratory.	
9. Slice cheeses and cold meats.	Demonstration: Slicing by hand and by machine. Discuss portion control.	
10. Portion foods accurately to standards established by the hotel.	Discuss portion control. Demonstration: Use of scales and scoops for portion control.	
11. Prepare basic tossed, molded, and arranged salads.	Demonstration: Salad preparation. Laboratory: Salad preparation. Field trip: Hotel/restaurant specializing in salad bars.	Food preparation text of the teacher's choice.

*Note: There is a wide variety of material available on quantity food preparation. The teacher should refer to other resources for additional information on teaching food preparation skills.

Kitchen Steward

General Objective:

A student trained as a kitchen steward will be able to clean all equipment and work surfaces.

To accomplish this objective, the student will:

1. Use cleansers and detergents according to direction.
2. Clean a grill.
3. Clean an oven.
4. Clean and sanitize walk-in boxes, reach-in boxes, freezers, and other refrigeration equipment.
5. Clean a commercial mixer.
6. Disassemble, clean, and reassemble food slicers, grinders, choppers, steamers, and other kitchen equipment.
7. Clean a kitchen floor.
8. Clean a large exhaust fan system.
9. Steam clean or hose garbage containers.
10. Store foods properly in kitchen.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Use cleansers and detergents according to direction.	Provide samples of different cleansers; have students determine which ones serve best on surfaces such as stainless steel, glass, porcelain, and aluminum.	
2. Clean a grill.	Demonstration: Clean cafeteria grill.	
3. Clean an oven.	Arrange with school cafeteria manager to have students clean the equipment.	
4. Clean and sanitize walk-in boxes, reach-in boxes, freezers, and other refrigeration equipment.	Demonstration: Cleaning procedure for variety of refrigerator boxes. Arrange for students to clean refrigerators in school cafeteria.	
5. Clean a commercial mixer.	Guest demonstration: Cafeteria manager.	
6. Disassemble, clean, and reassemble food slicers, grinders, choppers, steamers, and other kitchen equipment.	Use cafeteria equipment for student practice.	
7. Clean a kitchen floor.	Guest demonstration: School custodial engineer. Practice: Give each student two squares of asphalt or vinyl tile to wax, strip, rewax, and polish. Obtain sample tiles from a floor shop.	
8. Clean a large exhaust fan system.	Demonstration: Clean fan in school cafeteria.	
9. Steam clean or hose garbage container.	Discuss waste disposal, health department requirements. Discuss types of disinfectants used in garbage receptacles. Tour school disposal area.	
10. Store foods properly in kitchen.	Review sanitary food storage principles taught in sanitation unit.	

Dish Machine Operator

General Objective:

A student trained as a dish machine operator will be able to supply the food preparation and food service units with clean dishes, silver, and glassware.

To accomplish this objective, the student will:

1. Scrape, sort, rinse, and stack soiled dishes.
2. Check water temperatures for dish washing cycles.
3. Use cleansers and detergents accurately.
4. Load and unload dish machines.
5. Use sanitary methods of operation.
6. Sort and stack clean dishes, glassware, and silver.
7. Polish silver by hand.
8. Operate silver burnishing machine.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Scrape, sort, rinse, and stack soiled dishes.	Discuss need to remove food before dishes are put in dishwasher.	
	Read:	*On-the-Job Training: A Practical Guide for Food Service Supervisors, pp. 20–28.*
2. Check water temperatures for dish washing cycles.	Discuss proper water temperatures for sanitary dish treatment.	Ray, Mary Frey. *Exploring Professional Cooking, pp. 327–330.*
	Read:	Crawford, Hollie W. *Metric Workbook for Food Service/ Lodging,* pp. 90–102.
	Practice reading various thermometers.	
3. Use cleansers and detergents accurately.	Read:	Tucker, Gina. *The Professional Housekeeper,* pp. 109, 113, 325.
	Read directions on cleanser and detergent labels and interpret those directions.	
	Analyze ecological, energy, and cost control factors in the use of equipment and detergents.	
	Guest speaker: Cleaning compound company representative or Department of Environmental Health representative.	
4. Load and unload dish machines.	Visit a large institution and tour the dishwashing area.	
	Demonstration/field trip: Observe operation of a dishwasher.	
5. Use sanitary methods of operation.	Review Core Competency Number 8.	

"Dish Machine Operator" continued on next page

"Dish Machine Operator" continued

OBJECTIVES	TEACHING METHODS	RESOURCES
6. Sort and stack clean dishes, glassware, and silver.	Discuss methods of sorting and stacking. Arrange for each student to spend a period of time in the school cafateria sorting and stacking dishes.	
7. Polish silver by hand.	Demonstration: Polishing silver. Allow students to polish silverware. Read:	Kinder, Faye. *Meal Management*, p. 495.
8. Operate silver burnishing machine (if available).	Demonstration: Polishing silver by machine. Allow each student to polish silverware.	

Ware Washer

General Objective:

A student trained as a ware washer will be able to wash all cooking utensils and equipment.

To accomplish this objective, the student will:

1. Clean aluminum surfaces.
2. Clean stainless steel surfaces.
3. Clean copper surfaces.
4. Clean cast iron surfaces.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Clean aluminum surfaces.	Demonstration: Cleaning aluminum surfaces. Student practice. Guest demonstration: Cafeteria manager. Filmstrip:	Text of teacher's choice. *Dan, the Dependable Dishwasher.*
2. Clean stainless steel surfaces.	Demonstration: Cleaning stainless steel. Student practice.	Text of teacher's choice.
3. Clean copper surfaces.	Demonstration: Cleaning copper surfaces. Student practice.	Text of teacher's choice.
4. Clean cast iron surfaces.	Demonstration: Cleaning cast iron. Student practice.	Text of teacher's choice.

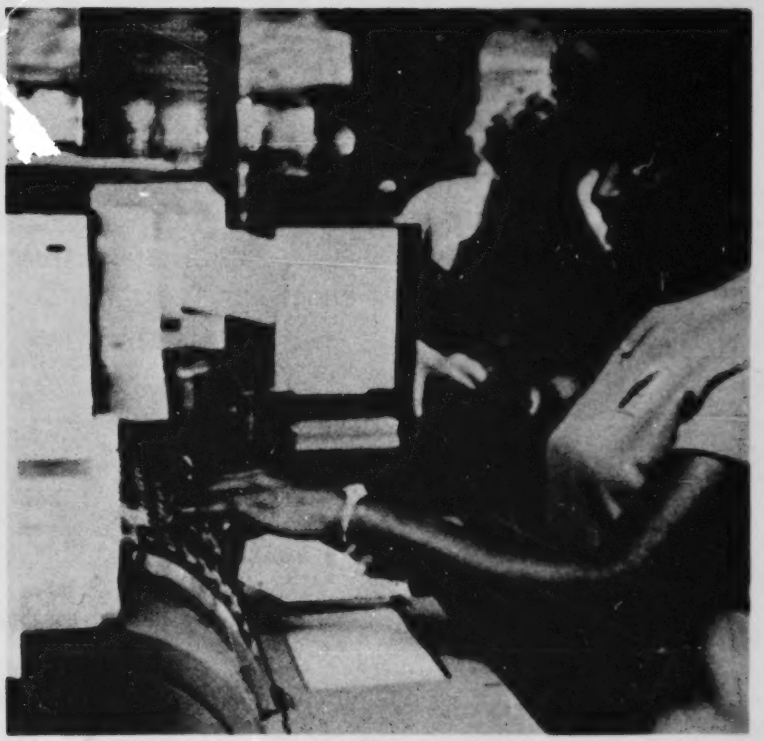
Cashier

General Objective:

A student trained as a cashier will be able to handle all money transactions accurately.

To accomplish this objective, the student will:

1. Tally all guest checks for accuracy.
2. Write out charge card payments.
3. Operate the cash register.
4. Make change.
5. Tally guest checks received and compare to guest checks issued as a control of servers.
6. Count all money at the end of the work shift and give the cash report and money to manager.
7. Pay out all charged tips to servers according to house policy.
8. Tally all orders to determine what menu items sell in quantity and as a control regarding food prepared in the kitchen.



OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Tally all guest checks for accuracy.	Give a comprehensive basic math test.	
	Provide supplemental math work when needed.	
	Practice checking tallied guest checks.	Lefler, Janet. *The Correct Cashier.*
	Guest demonstration: Business education teacher on use of adding machine.	
2. Write out charge card payments.	Guest speaker: Representative of bank or club charge cards.	
	Practice filling out charge cards.	
3. Operate the cash register.	Demonstration: Use of cash register.	
	Guest Speaker: Sales representative of cash register company.	
	Practice use of the cash register.	
	Read:	*Cashiering.* *Handling Money.*
4. Make change.	Demonstrate and practice making change.	
	Discuss techniques customers may use to extract extra money from a cashier.	
	Guest speaker: Cashier from local business that serves public	
5. Tally guest checks received and compare to checks issued as a control of servers.	Guest speaker: Cashier from local restaurant or school cashier to discuss how checks issued are compared to checks turned in by the server. Analyze the need for controls and various systems of accountability.	
6. Count all money at the end of work shift and give the cash report and money to manager.	Practice counting out the "bank" and filling out cash reports.	
	Assignment: Work percentage problems.	Crawford, Hollie W. *Metric Workbook for Food Service/ Lodging*, pp. 148-149.
	Discuss charged tips.	
7. Pay out all charged tips to servers according to house policy.	Practice figuring percentages of tips indicated by the guest on a charge card.	
	Guest speaker: Tax official to discuss the procedure for reporting tips.	
	Read:	Crawford, Hollie W. *Metric Workbook for Food Service/ Lodging*, pp. 171–175.
8. Tally all orders to determine what menu items sell in quantity and as a control regarding food prepared in the kitchen.	Show various systems for tallying all orders sold on a shift.	
	Guest speaker: Food and beverage comptroller.	

Host Person

General Objective:

A student trained as a host person will be able to welcome and seat dining guests and perform all other restaurant server tasks.

To accomplish this objective, the student will:

1. Welcome guests and seat them.
2. Assign serving stations.
3. Present menu to each guest with explanations; take food orders.
4. Serve guests food and beverage.
5. Observe guests' needs and fill additional requests.
6. Resolve any complaints by guests.
7. Schedule dining reservations.
8. Requisition supplies for the dining room.
9. Examine and count supplies received in the dining room.
10. Inspect dining room set up, serving stations, and equipment.
11. Observe and check foods being served.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Welcome guests and seat them.	Practice techniques of greeting and seating guests through role-play. Demonstration by host person or maitre d'. Read:	*The Essentials of Good Table Service.* *Host/Hostess.*
2. Assign serving stations.	Discuss how many serving stations and guests to assign each server. Demonstration: Host person/ maitre d'.	

OBJECTIVES	TEACHING METHODS	RESOURCES
	Use overhead projector to show floor plans of dining rooms; ask students to divide up the stations and explain their decisions.	Floor plans: Designed by class or obtained from local restaurants through advisory committee.
3. Present menu to guest with explanations; take food orders.	Practice reading menus.	Menus from local dining establishments.
	Guest speaker: Foreign language instructor for one or more languages.	
	Demonstration: Maitre d' or host person on taking the customer's order.	
	Vocabulary study through use of flash cards, bingo games, and vocabulary downs.	Vocabulary list in this guide. and/or *Foodservice Vocabulary.*
	Assign each student to prepare one overhead transparency denoting the meaning of five assigned vocabulary words.	
	Read:	*The Essentials of Good Table Service,* pp. 56-57. and/or Lehrman, Lewis. *Dining Room Service,* pp. 101–109.
	Role-play guests asking questions of servers, host person.	
	Discuss abbreviations and number systems used for menu items. Practice taking orders from each other; have a third student read the orders to determine their clarity and the correct use of abbreviations, number system.	
	Assign each student to select a theme and prepare a limited selection menu, demonstrating the knowledge of menu terminology.	
4. Serve guests food and beverage.	Practice serving food and beverage.	
	Guest demonstration: Service of food to guests.	
	Demonstration: Wine service by maitre d' hotel or representative of the wine industry.	
	Read:	Lehrman, Lewis. *Dining Room Service,* pp. 121–134. and/or *The Sale of Wine in Restaurants.* and/or *The Story of Wine and Its Uses.*
	Demonstration: Preparation of coffee using commercial equipment and/or ask a representative of a coffee company to speak and demonstrate to class.	
	Practice preparing coffee and tea and serving it.	

"Host Person" continued next page

"Host Person" continued

OBJECTIVES	TEACHING METHODS	RESOURCES
5. Observe guests' needs and fill additional requests.	List guest requests and special needs that can be anticipated. Read:	 Lehrman, Lewis. *Dining Room Service*, pp. 50–58.
6. Resolve any complaints by guests.	Film: Discuss premise that "the customer is always right." Read: Film:	*Handling Complaints* Dietz, Susan. *The Correct Waitress*, pp. 2–30. and/or Lehrman, Lewis. *Dining Room Service*, pp. 53–57. *Courtesy: Food Service Is People Service.*
7. Schedule dining reservations.	Guest speaker: Host person or maitre d' hotel to speak on method used for reservations. Give students situations of tables available, plus given reservations, and ask the student to discern or demonstrate: • If there is room for the party • At what time the party could be accommodated • A polite turn down	
8. Requisition supplies for the dining room.	Use transparency to show requisition form sample. Practice filling out requisition form correctly. Read:	See Appendix: Storeroom Requisition. Ray, Mary Frey. *Exploring Professional Cooking*, pp. 69-70.
9. Examine and count supplies received in the dining room.	Divide class into pairs. Have one student fill requisition with supplies; second student check for accuracy.	
10. Inspect dining room set up, serving stations, and equipment.	Set up several covers (some incorrectly); have students evaluate for accuracy and make necessary changes to bring all covers up to standard.	*The Essentials of Good Table Service*, pp. 3–18. and/or Lehrman, Lewis. *Dining Room Service*, pp. 83–100.
11. Observe and check foods being served.	Discuss the need to check plates of food for appearance as they are served. Discuss what to do if an inferior plate of food is in front of a guest who has not complained.	

Restaurant Server

General Objective:

A student trained as a restaurant server will be able to serve guests their individual orders in a pleasant and efficient manner.

To accomplish this objective, the student will:

1. Present menu to guest.
2. Set up covers.
3. Make suggestions regarding food.
4. Answer questions regarding food and service.
5. Write out food and beverage orders.
6. Relay orders to kitchen.
7. Carry, serve, and clear all orders for guests.
8. Serve all beverages to guests.
9. Dish up salads, soups, desserts, and other pre-prepared items.
10. Observe guests to fulfill additional requests, replenish beverages.
11. Direct all complaints to supervisors without upsetting guests.
12. Sell to build up the average check.
13. Present itemized check to guest.
14. Accept payment or refer guest to the cashier.
15. Do assigned "sidework."
16. Carry a tray of dishes safely.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will: 1. Present menu to guest.	Demonstration: Presenting the menu in a courteous manner by restaurant server or instructor. Read: Filmstrips:	Dietz, Susan. *The Correct Waitress*, pp. 1–30. *Waiter/Waitress.* and/or Lehrman, Lewis. *Dining Room Service*, pp. 83–100. *Wally, the Willing Waiter.* and/or *What Is a Waitress?*

"Restaurant Server" continued next page

OBJECTIVES	TEACHING METHODS	RESOURCES
2. Set up covers.	Demonstration: Variety of cover set-ups. Practice set-up with and without guest at the table.	
3. Make suggestions regarding food.	Discuss reasons for building up the check. Role-play check-building techniques while presenting menus. Filmstrip: Read:	*Change on the Table.* *The Sale of Wine in Restaurants.* and/or *The Story of Wine and Its Uses.*
4. Answer questions regarding food and service.	Read and interpret a variety of menus. Practice vocabulary used on menus through use of following: • Crossword puzzles • Matching games • Flash cards • Slides Show food item slides; ask student to identify the food item and explain how it is served in a manner appealing to the guest. Practice answering questions regarding menus.	Vocabulary list in this guide. and/or *Foodservice Vocabulary.*
5. Write out food and beverage orders.	Practice writing food and beverage orders. Study common abbreviations for some menu items. Role-play taking verbal food and beverage choices and writing them as orders.	Dahmer, Sondra, *The Waiter and Waitress Training Manual.*
6. Relay orders to kitchen.	Discuss various methods used to relay orders to the kitchen.	
7. Carry, serve, and clear all orders for guests.	Practice sanitary and safety techniques for carrying orders and presenting them at the dining table. Film: Discuss a variety of services such as blue plate, Russian, French. Visit establishments using each type of service. Guest speaker: Restaurant manager, host, or maitre d'hotel to speak on each type of service, its qualities, time requirements, etc. Read:	*Smart Waitress.* *Foodservice Safety.*
8. Serve all beverages to guests.	Demonstration and practice: Beverage service. Have the student practice serving with cups and glasses filled with water.	

"Restaurant Server" continued on next page

"Restaurant Server" continued

OBJECTIVES	TEACHING METHODS	RESOURCES
9. Dish up salads, soups, desserts, and other pre-prepared items.	Discuss portion control and dish-up of food items.	
10. Observe guests to fulfill additional requests, replenish beverages.	Discuss reasons for being alert to needs of guests. Filmstrip: Discuss conducting a station survey at regular intervals.	*Change on the Table.*
11. Direct all complaints to supervisors without upsetting guests.	Film: Discussion. Role-play various complaint situations. Filmstrip: Read:	*Handling Complaints.* *The Courtesy Caper.* *Waiter/Waitress.* and/or Lehrman, Lewis. *Dining Room Service*, pp. 53–57.
12. Sell to build up the average check.	Discuss advantages of high check to the server and to the house. Discuss possible techniques for check-building. Filmstrip: List all the times during guests' stay that the server has the opportunity to sell to increase the check. Filmstrip:	*Change on the Table.* *That Extra Something.*
13. Present itemized check to guest.	Give a basic math test to determine each student's computational ability. Arrange for supplemental math assignments for students needing remedial help. Borrow an adding machine or arrange for students to practice on adding machines in business education department classrooms. Practice presenting the check to the guest through role-play techniques.	
14. Accept payment or refer guest to cashier.	Discuss different procedures for payment of check.	
15. Do assigned "sidework."	Discuss all types of station "sidework." Visit a restaurant to observe "sidework" duties and how they are conducted. Guest speaker: Food service manager to discuss "sidework."	Harris, Ellen A. *Professional Restaurant Service.*
16. Carry a tray of dishes safely.	Practice carrying loaded tray, prearranging plates, glasses, cups, etc. for safety in transport.	

Note: Servers, not cooks, are being trained. It is better to practice serving actual food in the school cafeteria and/or faculty dining room than to spend time preparing food for use in training. If a food preparation class meets at the same time as the hospitality class, coordinate the two classes in order to have prepared food for training use.

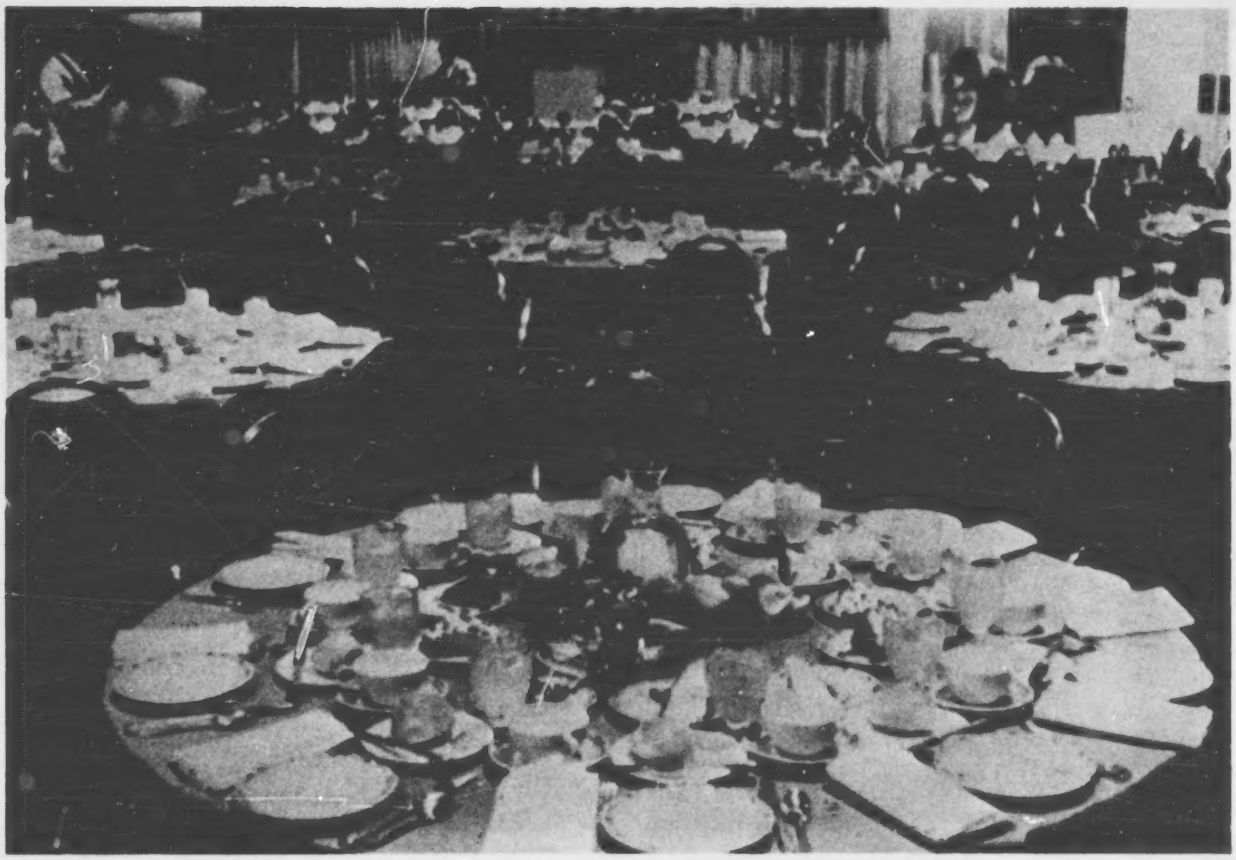
Banquet Server

General Objective:

A student trained as a banquet server will be able to attend to guests' needs in a "set menu" group service situation.

To accomplish this objective, the student will:

1. Set up covers, banquet style.
2. Answer questions regarding food and service.
3. Carry and serve "set menu" items to guests.
4. Serve all beverages to guests.
5. Observe guests to determine additional dining needs.
6. Direct all complaints to supervisor.
7. Clear food at the end of each course.



OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Set up covers, banquet style.	Demonstration: Banquet style covers. Student practice: In teams of two, have one student practice setting up, second student explain and/or evaluate the covers. Film:	*The Essentials of Good Table Service*, pp. 8–16. *Table Settings.*
2. Answer questions regarding food and service.	Study vocabulary words commonly found on a menu through use of the following: • Flash cards • Bingo games • Spell downs • Vocabulary downs Collect banquet menus from local restaurants and hotels; role-play server/guest situations.	Vocabulary list in this guide. and *Foodservice Vocabulary.*
3. Carry and serve set menu items to guests.	Discuss special food orders and exceptions to "set menu." Demonstration: Serving. Filmstrip: Practice serving in class. Arrange to have students serve teachers their plate lunches in the cafeteria to gain confidence and skill. Guest speaker: Banquet server/ banquet manager from a hotel, restaurant, or club. Read:	*Change on the Table.* Lehrman, Lewis. *Dining Room Service*, pp. 165–168.
4. Serve all beverages to guests.	Demonstration: Proper beverage service. Practice beverage service. Have students conduct a sit-down coffee and dessert for a group and do the serving.	*The Essentials of Good Table Service*, pp. 14–20.
5. Observe guests to determine additional dining needs.	Discuss potential dining needs of guests.	
6. Direct all complaints to supervisor.	Discuss reasons for referring complaints to a supervisor. Films:	*Courtesy: Food Service Is People Service.* and/or *Handling Complaints.* and/or *Smart Waitress.*
7. Clear food at the end of each course.	Demonstration: Clearing a table quickly. Practice clearing tables. Film:	*The Essentials of Good Table Service*, pp. 10–27. *Mr. Busboy.*

Room Service Server

General Objective:

A student trained as a room service server will be able to serve guests food and beverages in their rooms.

To accomplish this objective, the student will:

1. Set covers on room service trays and tables.
2. Prepare ice water, beverages, and condiments according to the individual order.
3. Take food from kitchen and cover properly to retain temperature for sanitation as well as food appeal purposes.
4. Follow procedure for entering guest room and delivering food.
5. Obtain payment or guest's signature on check.
6. Do station "sidework" as required by the house.
7. Account for all guest checks at the end of the shift.
8. Collect and return to the kitchen all room service trays delivered during the shift.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Set covers on room service trays and tables.	Demonstration: Cover set-up. Practice cover set-ups in pairs. Read:	 Lehrman, Lewis. *Dining Room Service*, pp. 101–109.
2. Prepare ice water, beverages, and condiments according to the individual order.	Discuss importance of having necessary items on room service table before delivery. Analyze orders to determine necessary silver, dishes, and condiments.	
3. Take food from kitchen and cover properly to retain temperature for sanitation as well as food appeal purposes.	Discuss importance of maintaining proper food temperature control.	
4. Follow procedure for entering guest room and delivering food.	Film: Discuss etiquette and service techniques. Role-play service situations.	*Room Service.*
5. Obtain payment or guest's signature on check.	Discuss methods by which guest may pay. Practice delivery of check. Practice filling out and processing credit card forms. Lecture/demonstration: Bank credit manager. Film: Read:	 *Handling Credit Cards.* *Handling Money.*
6. Do station "sidework" as required by the house.	Film: Discuss types of station "sidework." Observe station "sidework" in a restaurant operation.	*Room Service.* *The Essentials of Good Table Service*, pp. 10–15.
7. Account for all guest checks at the end of the shift.	Guest speaker: Food and beverage controller.	
8. Collect and return to the kitchen all room service trays delivered during the shift.	Film:	*Room Service.*

Bus Person

General Objective:

A student trained as a bus person will be able to clear and set up tables and serve water and other nonalcoholic beverages.

To accomplish this objective, the student will:

1. Prepare and serve beverages.
2. Replenish food at serving stations.
3. Fill beverage dispensers.
4. Determine and fill guest needs for refills and additional silver or dishes.
5. Clear counters or tables and reset.
6. Stack dishes properly and return them to the dish machine operator in kitchen.
7. Replenish supply of linens, silverware, glasses, and dishes at the serving stations in the dining room.
8. Clean serving stations.
9. Polish metal and glass on fountains and serving bars.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Prepare and serve beverages.	Demonstration: Proper beverage service. Laboratory practice. Film: Learning kit:	*The Essentials of Good Table Service*, pp. 14–20. *Mr. Busboy.* *Six Keys to Being a Better Busboy.*
2. Replenish food at serving stations.	Discussion.	
3. Fill beverage dispensers.	Field trip /demonstration: Facility with beverage dispensers. Guest speaker: Beverage dispenser salesperson.	
4. Determine and fill guest needs for refills and additional silver or dishes.	Discussion. Filmstrip:	 *Jack and the Bean Plate.*
5. Clear counters or tables and reset.	Demonstration: Clearing and stacking dishes. Laboratory practice: Table setting. Learning kit:	*The Essentials of Good Table Service*, pp. 1–13. *Busboy Self-Training Kit.*
6. Stack dishes properly and return them to the dish machine operator in kitchen.	Discussion. Read:	 *Bussing Attendant*
7. Replenish supply of linens, silverware, glasses, dishes at the serving stations in the dining room.	Demonstration: Examine various types of linens, glassware, dishes, and silverware. Form displays of supplies and ask students to name each item.	
8. Clean serving stations.	Demonstration: Cleaning techniques for stainless steel, porcelain, and formica. Practice: Cleaning techniques for stainless steel, porcelain, and formica.	
9. Polish metal and glass on fountains and serving bars.	Demonstration: Polishing metal and glass. Have students clean and polish stainless steel and glass surfaces.	

Banquet House Person

General Objective:

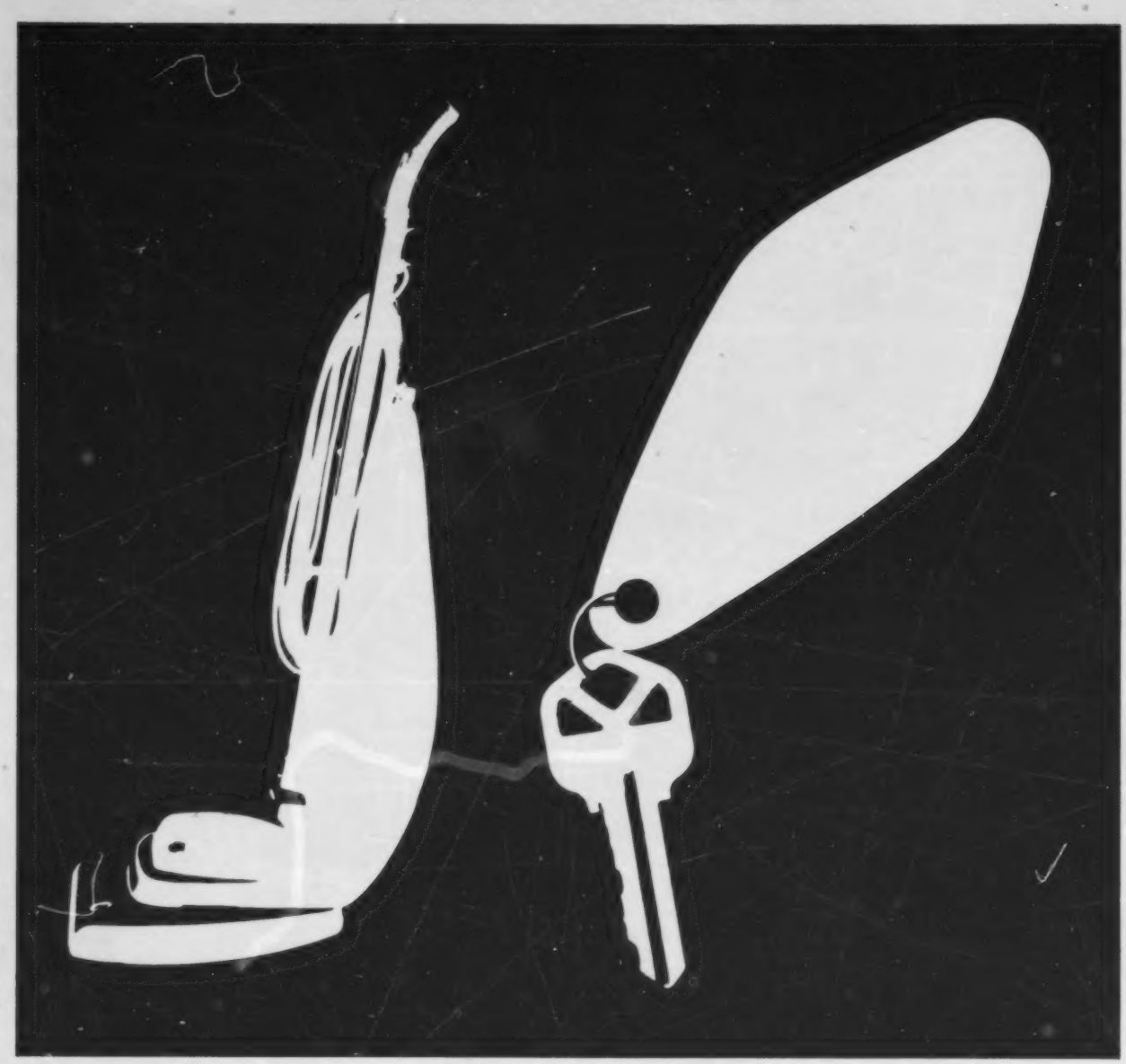
A student trained as a banquet house person will be able to set up and clean a banquet or meeting room according to written orders.

To accomplish this objective, the student will:

1. Set up and take down tables and chairs.
2. Drape a head table.
3. Set up a podium and microphone.
4. Set up a portable dance floor.
5. Operate a commercial vacuum cleaner.
6. Set up audiovisual equipment.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Set up and take down tables and chairs.	Demonstration/discussion: Various styles of meeting room and banquet room set-ups. Observation: A banquet house person on the job. Practice: Require students to set up room according to written instructions.	
2. Drape a head table.	Demonstration by a banquet house person or instructor. Laboratory practice: Have pairs of students drape a table with cloth or butcher paper.	
3. Set up a podium and microphone.	Guest speaker: Audiovisual staff person. Practice: Set up podium and microphone under the supervision of the audiovisual staff.	
4. Set up a portable dance floor.	Tour and demonstration: Hotel.	
5. Operate a commercial vacuum cleaner.	Demonstration: Commercial vacuum cleaner representative to show the use of the cleaner on different types of carpet.	Tucker, Gina. *The Science of Housekeeping*. pp. 145–155.
6. Set up audiovisual equipment.	Guest speaker: Audiovisual staff member. Practice: Students will set up audiovisual equipment for classroom use.	

ROOMS DIVISION



Housekeeping Aide

General Objective:

A student trained as a housekeeping aide will be able to clean a guest room to the specifications of an individual house in thirty minutes or less.

To accomplish this objective, the student will:

1. Fill out a requisition for supplies needed to bring the supply cart up to hotel specifications; requisition for maintenance repairs.
2. Stock a supply cart with the specified linen and cleaning supplies in thirty minutes or less so that duties can be performed without returning to the supply room during the work shift.
3. Make a bed with mitered corners.
4. Clean a porcelain surface with abrasive and non-abrasive cleaners without leaving a gritty or dull surface.
5. Clean stainless steel surface with abrasive and non-abrasive cleaners and leave it shining and spotless.
6. Clean and sanitize a tub, shower, and toilet.
7. Clean and polish wood surfaces.
8. Clean a tile, vinyl, or linoleum floor.
9. Operate a commercial vacuum cleaner; clean carpets.
10. Clean and shine glass surfaces.
11. Replenish guest supplies, towels.
12. Dispose of ashes and waste.

EXPLANATORY NOTES: The cleaning procedures and standards of an individual house will vary, but the skills needed to meet those specifications (i.e., cleaning porcelain, glass, stainless steel; vacuuming; and dusting) will be similar.

The student should see specification sheets from a variety of hotels in order to note their differences and similarities (see Appendix). Additional specification sheets may be obtained from local hotels through the advisory committee.

The recommended time spent in training housekeeping aides on the job is thirty hours. The aide is then allowed up to two weeks of work to attain the ability to clean an average of fifteen rooms per day.

Some hotels clean every room daily as if it were a checkout. Others replace linens and do minimum housekeeping duties if the guest remains.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Fill out a requisition for supplies needed to bring the supply cart up to hotel specifications; requisition for maintenance repairs.	Use overhead projector to show a copy of a requisition form filled out correctly. Practice filling out sample requisition forms until the student can correctly perform the assignment. Fill out sample repair requisition forms.	See Appendix: Storeroom requisition. Crawford, Hollie W. *Metric Workbook for Food Service/ Lodging.*
2. Stock a supply cart with the specified linen and cleaning supplies in thirty minutes or less so that duties can be performed without returning to the supply room during the work shift.	Give student a list of supplies and equipment to identify, count, and place on cart. Provide samples of various linens for students to see and identify by name. Field trip: Hospital, hotel, or motel linen department, or a linen purveyor. Demonstration by housekeeping aide (hotel, motel, or hospital). Read:	A stocked supply cart. Axler, Bruce H. *Focus on Room Care for Hotels and Motels.*
3. Make a bed with mitered corners.	Demonstration by instructor or housekeeping aide. Individual practice by student with teacher and other students in supervisory role. Film:	*The Maid: Making up the Room.*
4. Clean a porcelain surface with abrasive and non-abrasive cleaners without leaving a gritty or dull surface.	Demonstration: Representative of a cleaning supply company or hotel housekeeper. Student practice. Read: Filmstrips: Obtained from hotel corporations. Film:	Tucker, Gina. *The Science of Housekeeping,* pp. 83–94. and/or Fales, John. *Functional Housekeeping in Hotels and Motels,* pp. 145–148. See Resources: Sources for Instructional Materials, Speakers, and Field Trips. *The Maid: Cleaning the Bathroom.*
5. Clean stainless steel surface with abrasive and non-abrasive cleaners and leave it shining and spotless.	Demonstration: Representative of a cleaning supply company.	

"Housekeeping Aide" continued next page

OBJECTIVES	TEACHING METHODS	RESOURCES
	Student practice. Read:	Tucker, Gina. *The Science of Housekeeping*, pp. 83–94.
6. Clean and sanitize a tub, shower, and toilet.	Demonstration: Teacher, housekeeping aide, or executive housekeeper from a hotel or hospital. Student practice. Read:	Tucker, Gina. *The Science of Housekeeping*, p. 86. and/or *Being a Housekeeping Aide.* and/or *Training the Housekeeping Aide*, pp. 8–10.
	Film:	*The Maid: Cleaning the Bathroom.* See Resources: Sources for Instructional Materials, Speakers, and Field Trips.
7. Clean and polish wood surfaces.	Demonstration: Cleaning wood. Lecture/demonstration: Types of wood surfaces and available cleaning agents. Guest speaker: Woodshop instructor to talk on the care and treatment of wood.	
8. Clean a tile, vinyl, or linoleum floor.	Read and discuss the "Regular Care" sections for tile, vinyl, and linoleum floors in indicated texts:	Berkeley, B. *Floors and Floor Maintenance*, pp. 13, 22, 34. and/or Fales, John. *Functional Housekeeping in Hotels and Motels*, pp. 157–165. and/or *Training the Housekeeping Aide*, p. 16.
	Demonstration: Head house person or a floor care specialist with a janitorial service. Student practice on samples obtained from flooring companies.	
9. Operate a commercial vacuum cleaner; clean carpets.	Demonstration: Representative of a commercial vaccum cleaner company will use cleaner on different types of carpet.	Tucker, Gina. *The Science of Housekeeping*, pp. 145–155.
10. Clean and shine glass surfaces.	Demonstration: Cleaning glass. Student practice. Read:	Tucker, Gina. *The Science of Housekeeping*, pp. 83–94. *Training the Housekeeping Aide*, pp. 12-13.
11. Replenish guest supplies, towels.	Discussion: Checking guest room to replenish supplies.	See Appendix: Procedure for cleaning guest room check-out. Tucker, Gina. *The Professional Housekeeper*, pp. 86-87, 238-239.
12. Dispose of ashes and waste.	Discuss ecological use of waste materials. Discuss methods of waste disposal. Guest speaker: Sanitarian.	Tucker, Gina. *The Professional Housekeeper*, pp. 106–108, 236-237.

Linen Room Clerk

General Objective:

A student trained as a linen room clerk will be able to account accurately for the condition and location of all uniforms, linens, and supplies in the linen room.

To accomplish this objective, the student will:

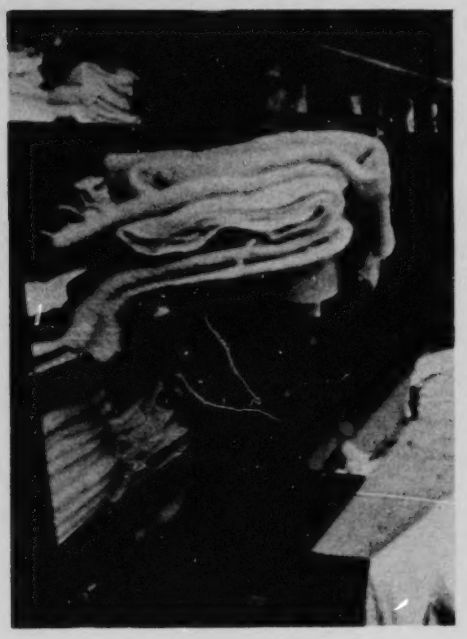
1. Take an accurate physical inventory of all uniforms, linens, and supplies.
2. Mend tears in linens and uniforms.
3. Fill out check-out forms for linens and supplies in legible manner.
4. Determine when linens and uniforms should be replaced.
5. Handle telephone requests and complaints directed to housekeeping.
6. Count supplies, linens, and uniforms in and out to determine that each worker has accounted for every item.
7. Process all "check-out" and "in order" rooms communications between housekeeping and the front desk.
8. Process all lost and found items according to hotel policy.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Take an accurate physical inventory of all uniforms, linens, and supplies.	Simulate situation for student to inventory a limited number of items. Discuss the perpetual and the physical inventory. Guest speaker: A person from hotel housekeeping or from any business maintaining an inventory of small items. For a period of one to two months, assign each student to keep a perpetual and physical inventory of five to ten classroom supplies.	*Supervisory Housekeeping*, pp. 94–97.
2. Mend tears in linens and uniforms.	Demonstration: Use of sewing machine. Demonstration: Repair of tears in flatpieces. Demonstration: Sewing on a button. Demonstration: Repair and/or replacement of faulty zippers. Allow time for the student to practice demonstrated skills.	Clothing text of teacher's choice.

"Linen Room Clerk" continued next page

"Linen Room Clerk" continued

OBJECTIVES	TEACHING METHODS	RESOURCES
3. Fill out check-out forms for linens and supplies in legible manner.	Make transparencies to show forms obtained from hotel advisory committee members. Have student fill out practice forms for various supply requests and fill the orders. Check accuracy of supplies gathered to supplies requested. Exchange supply requisitions for other students to fill to assure that forms are legible.	Tucker, Gina. *The Professional Housekeeper*, p. 260.
4. Determine when linens and uniforms should be replaced.	Discuss wear life of linens and uniforms. Show examples of linens and uniforms and discuss their appearance and possibilities for repair. Permit students to make the decision to keep or discard. Obtain clean discards from local hotels for this purpose.	Hotel linen and uniform discards. Bradley, L. A. *The Selection, Care, and Laundering of Institutional Textiles*, p. 68.
5. Handle telphone requests and complaints directed to housekeeping.	Guest speaker: Local telephone company will furnish a speaker and/or film. Practice good telephone courtesy techniques. Discuss the difference between personal feelings about complaints, hotel policy on guest complaints. Guest speaker: Speech teacher to talk on the control of the voice to keep personal judgments from being communicated by voice tone.	Telephone Company. *Telephone Manners.*
6. Count supplies, linens, and uniforms in and out to determine that each worker has accounted for every item.	Practice filling orders, counting out supplies, and checking supplies back into the linen room. Practice accurate identification of requested supplies.	
7. Process all "check-out" and "in order" rooms communications between housekeeping and the front desk.	Discuss various methods used to communicate between front office and housekeeping. Slides of various systems taken at local hotel sites and role-play situations acted out by the students.	Tucker, Gina. *The Professional Housekeeper*, pp. 311-312 *Supervisory Housekeeping*, pp. 33–36.
8. Process all lost and found items according to hotel policy.	Study several methods for control of lost and found. Have student interview by telephone or in person one hotel official and report back on lost and found policy.	*Supervisory Housekeeping*, pp. 99-100 Tucker, Gina. *The Professional Housekeeper*, pp. 256, 263-264.



Laundry Worker

General Objective:

A student trained as a laundry worker will be able to launder all linens and uniforms correctly.

To accomplish this objective, the student will:

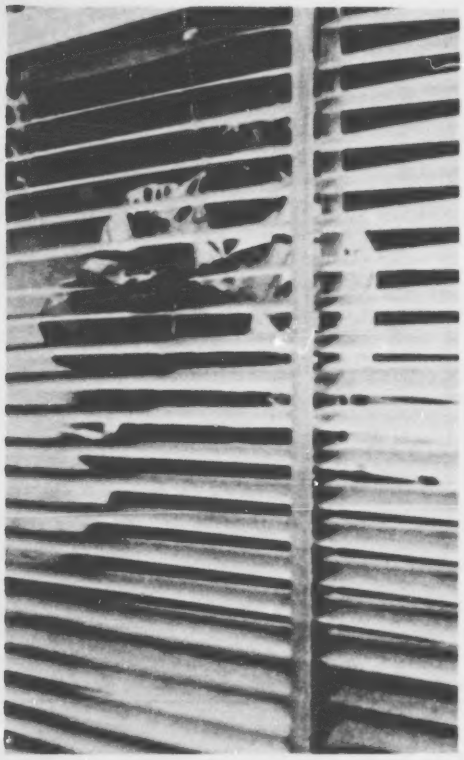
1. Sort linens and uniforms by color and fabric for laundry process.
2. Wash and dry permanent press articles to assure that they are in wrinkle-free condition.
3. Operate commercial washer, dryer, and folding machines.
4. Hand fold linens.
5. Remove stains from linens and uniforms.
6. Operate a commercial ironing machine.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Sort linens and uniforms by color and fabric for laundry process.	Discuss reasons and guidelines for sorting linens and uniforms. Supply a collection of linens and uniforms and have student sort them. Have student explain why each item is sorted into each category.	Bradley, L. A. *The Selection, Care, and Laundering of Institutional Textiles*, pp. 50–62.
2. Wash and dry permanent press articles to assure that they are in wrinkle-free condition.	Discuss the general care of permanent press items. Have student wash a load of permanent press items correctly.	Bradley, L. A. *The Selection, Care, and Laundering of Institutional Textiles*, pp. 84–91.
3. Operate commercial washer, dryer, and folding machines.	Guest speaker: Commercial laundry equipment sales representative or laundry manager. Tour: Large commercial laundry (outside a hotel, if possible) for an overview of equipment and techniques. A cooperative education plan or work experience could provide students with on-the-job training in a hotel or commercial laundry to develop skill in operating the machines.	Tucker, Gina. *The Professional Housekeeper*, pp. 321–334.
4. Hand fold linens.	Demonstration: How to hand fold various types of linens. Students practice folding linens. Check for neatness and accuracy.	

"Laundry Worker" continued next page

"Laundry Worker" continued

OBJECTIVES	TEACHING METHODS	RESOURCES
5. Remove stains from linens and uniforms.	Discuss types of stains and basic techniques for removal. Practice reading stain removal charts. Have students determine type of stain and remove from sample of fabric by accepted method.	Bradley, L. A. *The Selection, Care, and Laundering of Institutional Textiles*, pp. 59–62.
6. Operate a commercial ironing machine.	Tour a commercial laundry. Demonstration: Commercial laundry equipment sales representative.	



House Person

General Objective:

A student trained as a house person will be able to operate the equipment used to clean hotel.

To accomplish this objective, the student will:

1. Operate a commercial floor polisher.
2. Operate a commercial carpet shampoo machine.
3. Clean a glass surface.
4. Clean stainless steel surface.
5. Operate a commercial vacuum machine.
6. Polish wooden surfaces.
7. Damp mop floors.
8. Apply wax to floor surfaces.
9. Wash wall surfaces.
10. Damp wipe and polish plastic surfaces.
11. Dust furniture and fixtures.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will: 1. Operate a commercial floor polisher.	Read: Demonstration: School custodian or commercial janitorial service person.	Berkeley, B. *Floors and Floor Maintenance*, pp. 101–104.

OBJECTIVES	TEACHING METHODS	RESOURCES
2. Operate a commercial carpet shampoo machine.	Read: Demonstration: Teacher or commercial carpet cleaner specialist. Related Experience: Have each student spend one hour observing a commercial carpet cleaner specialist on the job.	Berkeley, B. *The Selection and Maintenance of Commercial Carpet*, pp. 42–50.
3. Clean a glass surface.	Demonstration: Cleaning agents. Have each student clean a glass surface with three different cleaning agents, or compare plain water, a retail window cleaner, and a commercial janitorial product. Read:	*Training the Housekeeping Aide*, pp. 12-13 .
4. Clean stainless steel surface.	Demonstration: Use of abrasive and non-abrasive cleaning agents. Have each student clean and shine a stainless steel surface.	
5. Operate a commercial vacuum machine.	Read:	Berkeley, B. *The Selection and Maintenance of Commercial Carpet*, pp. 36–40.
6. Polish wooden surfaces.	Demonstration: Cleaning agents. Discuss types of wood and wood finishes. Provide samples of various wood surfaces and cleaning agents. Student will select the best method and agent to clean and polish each surface.	
7. Damp mop floors.	Read:	Berkeley, B. *Floors and Floor Maintenance*, pp. 85–105. *Training the Housekeeping Aide*, Chapters 6 and 7.
8. Apply wax to floor surfaces.	Read: Supply students with sample squares of flooring to clean, wax, polish, and strip the wax.	Berkeley, B. *Floors and Floor Maintenance*, pp. 100–105.
9. Wash wall surfaces.	Lecture/demonstration: Various wall finishes and suitable cleaning methods. Practice selecting and using cleaning methods for different surfaces.	
10. Damp wipe and polish plastic surfaces. 11. Dust furniture and fixtures.	Demonstration/Student practice. Read:	*Training the Housekeeping Aide*, Chapter 4.

Floor Housekeeper

General Objective:

A student trained as a floor housekeeper will be able to perform and supervise all the tasks of the housekeeping aide and house person.

To accomplish this objective, the student will:

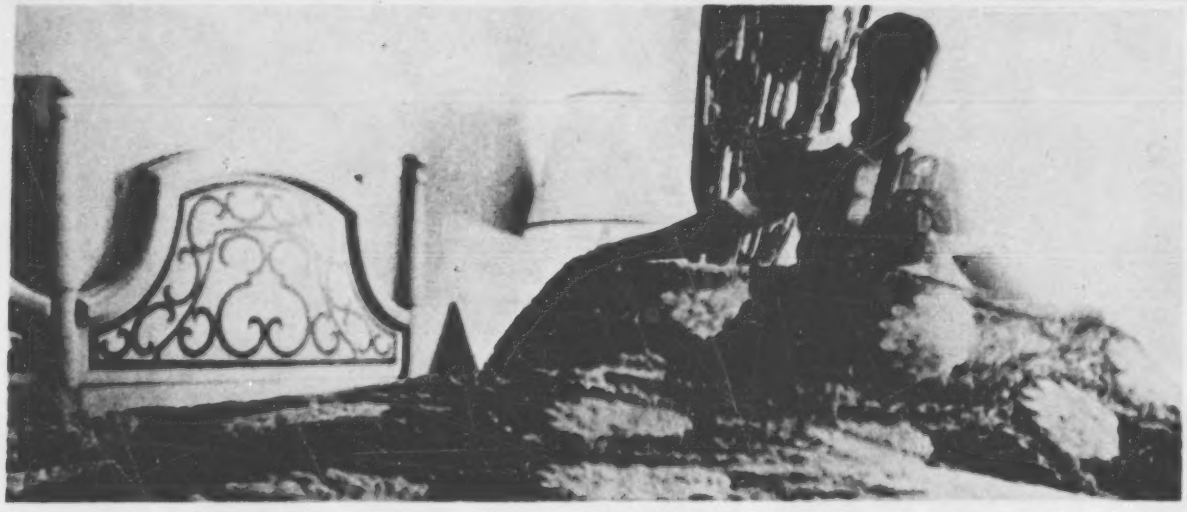
1. Assign housekeeping aides their rooms for the shift.
2. Check each housekeeping aide's cart to assure that it is equipped and supplied to allow housekeeping aide to do the job without returning to supply room.
3. Inspect rooms reported by the housekeeping aide to be "in order" to assure that the room is ready for a guest.
4. Report inspected "in order" rooms so that they may be ready for occupancy.
5. Replace all stained, torn, or burned linens for the housekeeping aide and send items along with a work order to the linen room for repair or disposal.
6. Check all "do not disturb" rooms after check-out time by phone and report any "no answers" to the assistant manager immediately.
7. Check all housekeeping aides' room slips before they go off shift to determine uncleaned rooms to be reassigned for the next shift.
8. Train all new housekeeping aides and house persons for assigned floor(s).
9. Order needed supplies.
10. Report any major troubles such as plumbing, electrical, or carpentry problems to the executive housekeeper.
11. Require housekeeping aide to resolve any problems found in inspected rooms.
12. Clean a room to the standards set in the hotel for housekeeping aides.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Assign housekeeping aides their rooms for the shift.	Study the communication systems hotels use to relay information regarding room status between the front desk and the housekeeping department.	Tucker, Gina. *The Professional Housekeeper,* pp. 311-312
	Guest speaker: Front desk manager. Topic: Determining room status.	
	Guest speaker: Executive housekeeper. Topic: Room Assignments.	
	Set up hypothetical lists of check-ins, check-outs, hold-overs, for a hotel and have students prepare a daily assignment, determining number of housekeeping aides needed to do tasks.	See Appendix: Housekeeping Supervisor.
	Read:	Fales, John. *Functional Housekeeping in Hotels and Motels,* pp. 45–56.
2. Check each housekeeping aide's cart to assure that it is equipped and supplied to allow housekeeping aide to do the job without returning to the supply room.	Study lists of supplies typically found on a supply cart.	See Appendix: Procedure for cleaning guest room check-out.
	Practice loading the supply cart according to a housekeeping supply cart list supplied the student.	Tucker, Gina. *The Professional Housekeeper,* pp. 90–94.
3. Inspect rooms reported by the housekeeping aide to be "in order" to assure that the room is ready for a guest.	Students should learn to identify errors in performance by supervising each other in all activities of the class.	
	Tour a hotel room with a floor housekeeper, pointing out the items checked.	
	Prepare a cleanliness checklist for the classroom and require students to inspect the room.	
4. Report inspected "in order" rooms so that they may be ready for occupancy.	Study the communication systems used between front desk and the housekeeping department.	
5. Replace all stained, torn, or burned linens for the housekeeping aide and send items along with a work order to the linen room for repair or disposal.	Check linens of home economics department, or ask a laundry to lend you a selection of new and used linens for a day, to determine whether they should be replaced or repaired.	
	Fill out work order forms obtained from local hotels concerning items determined to be repairable.	
6. Check all "do not disturb" rooms after check-out time by phone and report any "no answers" to the assistant manager immediately.	Discuss house procedures for entering a room when there is no answer and it is after check-out time.	Pfeffer, W. B. *The Correct Maid for Hotels and Motels,* pp. 21–23, 25-26.

"Floor Housekeeper" continued next page

"Floor Housekeeper" continued

OBJECTIVES	TEACHING METHODS	RESOURCES
	Discuss reporting procedures if a "skip" is suspected.	Pfeffer, W. B. *The Correct Maid for Hotels and Motels*, p. 20.
7. Check all housekeeping aides' room slips before they go off shift to determine uncleaned rooms to be reassigned for the next shift.		
8. Train all new housekeeping aides and house persons for assigned floor(s).	Discuss techniques for on-the-job training such as observation, demonstration.	
	Role-play training each other as housekeeping aides.	See housekeeping aide section of this guide.
	Role-play training each other as house persons.	
	Read:	Fales, John. *Functional Housekeeping in Hotels and Motels*, pp. 63–77, 79–98.
	Films:	*The Maid: Making Up The Room.* and/or *The Maid: Cleaning The Bathroom.*
9. Order needed supplies.	Practice filling requisitions for supplies from the central supply.	
	Visit the storeroom of a large business to observe storage procedures.	Ray, Mary Frey. *Exploring Professional Cooking*, pp. 69-70.
10. Report any major troubles such as plumbing, electrical, or carpentry problems to the executive housekeeper.	Tour school facilities and practice identifying problems requiring repair; i.e., loose tiles, dripping faucets, worn carpets, etc.	
11. Require housekeeping aide to resolve any problems found in inspected rooms.	Use a hotel public area inspection list to evaluate school's facilities.	
12. Clean a room to the standards set in the hotel for housekeeping aide.	Practice all competencies required of a housekeeping aide.	See housekeeping aide section of this guide.



FRONT DESK*

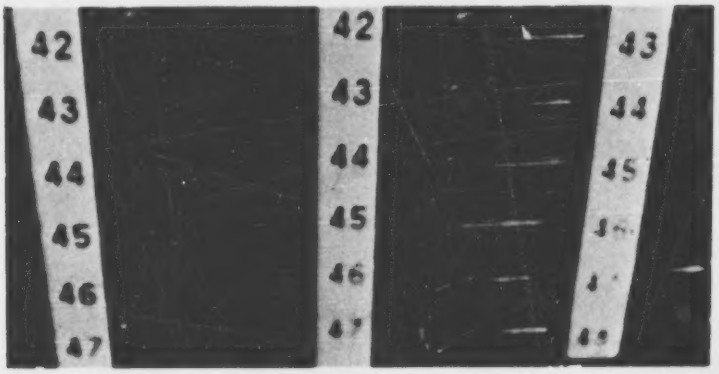
Reservations Clerk

General Objective:

A student trained as a reservations clerk will be able to make advance reservations per guest request.

To accomplish this objective, the student will:

1. Receive reservation inquiries and information via telephone, teletype machine, computer, and from guests in person.
2. Write and/or type reservation slips.
3. Mail confirmations to future guests.
4. Quote rates and available facilities upon request.
5. Relay occupancy information to other employees as determined by house policy.



Key Clerk

General Objective:

The student trained as a key clerk will be able to organize, distribute, and collect keys from guests and employees to ensure maximum security.

To accomplish this objective, the student will:

1. Numerically sort keys for appropriate boxes or rings.
2. Present correct keys to guests upon receipt of their registration receipt.
3. Assign keys to the bell person who assists guest with luggage.
4. Report any missing keys and the last known bearer to the front office manager.

**Front Desk is included to present an overview of the entire hotel operation. This department requires many business skills which the home economics teacher may teach or which may be coordinated with a business education teacher. For this reason, specific methods and resources are not given.*

Mail and Information Clerk

General Objective:

A student trained as a mail and information clerk will be able to process guest and hotel mail and messages.

To accomplish this objective, the student will:

1. Sort and deliver in-coming mail.
2. Answer information requests on the telephone and from guests in person.
3. Sort and mail all out-going hotel and guest mail.
4. Operate the house message system for individual guest messages.
5. Forward mail of guests who have checked out.

Bell Person

General Objective:

A student trained as a bell person will be able to handle all guest luggage and escort a guest to the room.

To accomplish this objective, the student will:

1. Carry luggage.
2. Escort guest to the room and prepare the room by turning on lights and adjusting room temperature controls.
3. Greet guests in the manner of the individual hotel.

Door Person

General Objective:

A student trained as a door person will be able to assist guests as they arrive at and depart from the hotel.

To accomplish this objective, the student will:

1. Open and close all doors as guests enter and leave the building.
2. Obtain taxi service for guests; direct auto traffic at hotel entrance.
3. Alert bell service to guests' requests.
4. Provide guests with information regarding bus service and other local transportation service.

BUSINESS DIVISION

Storeroom Clerk

General Objective:

The student trained as a storeroom clerk will be able to check in, store, and check out supplies in a manner which provides maximum accountability and control.

To accomplish this objective, the student will:

1. Read all invoices and order forms to compare with goods received.
2. Store meats, according to date, to assure their freshness for as long as possible.
3. Store all dry goods on palettes off the floor.
4. Take a physical inventory.
5. Keep a perpetual inventory on frequently used items.
6. Extend prices to determine dollar value of inventory.
7. Report all items which are below par stock to the purchasing agent.
8. Identify standard can sizes by sight.
9. Rotate stock to assure old stock is used first.
10. Fill out all in-house requisitions.
11. Fill and deliver all in-house orders according to verified in-house requisitions.

OBJECTIVES	TEACHING METHODS	RESOURCES
The student will:		
1. Read all invoices and order forms to compare with goods received.	Lecture: The purchasing cycle. Demonstration: How to read and compare the invoice and the order form to verify goods received. Guest speaker: Purchasing agent. Guest speaker: Representative from a food purveyor company. Read: Films:	Rosse, Lynn. *Food Purchasing: Study Course.* Crawford, Hollie W. *Metric Workbook for Food Service/ Lodging*, pp. 150–158. *Food Purchasing I: General Principles.* *Food Purchasing II: Let the Buyer Beware.* *Receiving and Storing.*

OBJECTIVES	TEACHING METHODS	RESOURCES
2. Store meats, according to date, to assure their freshness for as long as possible.	Read: Discussion.	*Receiving Food in Food Service Establishments.*
3. Store all dry goods on palettes off the floor.	Discussion.	
4. Take a physical inventory.	Study terminology required for physical and perpetual inventories. Have students organize and conduct a physical inventory of classroom supplies.	Crawford, Hollie W. *Metric Workbook for Food Service/Lodging,* p. 159.
5. Keep a perpetual inventory on frequently used items.	Use the physical inventory taken in No. 4 (above) to establish and maintain a perpetual inventory of classroom supplies for one month. Upon completion, take a physical inventory and use it to verify the perpetual inventory.	
6. Extend prices to determine dollar value of inventory.	Use the physical inventory taken in No. 4 and have students extend the values. Assignment: Work problems.	Ray, Mary Frey. *Exploring Professional Cooking,* pp. 65–88. Crawford, Hollie W. *Metric Workbook for Food Service/Lodging,* pp. 156-157.
7. Report all items which are below par stock to the purchasing agent.	Set up realistic par stocks for classroom supplies and, using the perpetual inventory taken in No. 5, have students submit a list of supplies which are below par.	
8. Identify standard can sizes by sight.	Display and discuss standard can sizes.	Ray, Mary Frey. *Exploring Professional Cooking,* p. 74.
9. Rotate stock to assure old stock is used first.	Discuss the importance of stock rotation and using the oldest supplies first.	
10. Fill out all in-house requisitions.	Set up a system of in-house requisitions for supplies needed by students for any class projects. Constant use of the requisitions will serve as the teaching method as well as assist in program planning.	See Appendix: Storeroom Requisition.
11. Fill and deliver all in-house orders according to verified in-house requisitions.	Have students organize and conduct a physical inventory of classroom supplies.	

INSTRUCTIONAL RESOURCES

Books and Pamphlets

Amendola, Joseph. *The Baker's Manual for Quantity Baking and Pastry Making* (Revised edition). New York: Ahrens Book Co., 1972.

Applied Foodservice Sanitation. Chicago: National Institute for the Foodservice Industry, 1974.

Axler, Bruce H. *Focus on Room Care for Hotels and Motels.* Indianapolis, Ind.: ITT Educational Publishing, 1974.

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Berkeley, Bernard. *Floors and Floor Maintenance.* Ithaca, N.Y.: School of Hotel Administration, Cornell University, 1967.

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Bradley, L.A. *The Selection, Care, and Laundering of Institutional Textiles.* Ithaca, N.Y.: School of Hotel Administration, Cornell University, 1967.

Brief History of the Labor Movement. U.S. Department of Labor Bulletin 100. Washington, D.C.: U.S. Department of Labor, 1970.

Bussing Attendant. Foodservice Career Education Series. Boston: Cahners Books, 1974.

California Administrative Code, Title 8, Industrial Relations. Sacramento: California State Department of General Services, 1977.

Career Ladders in the Food Service Industry. Chicago: National Restaurant Association, 1971.

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Americana Hotels, 605 3rd Avenue, New York, NY 10016

Atlas Hotels, Inc., 500 Hotel Circle North, San Diego, CA 92138

Best Western, Inc., 2910 E. Sky Harbor Boulevard, Phoenix, AZ 85034

Fred Harvey, Inc., 111 S. Hill Drive, Brisbane, CA 94005

Hilton Hotel Corporation, 9880 Wilshire Boulevard, Beverly Hills, CA 90210

Holiday Inns of America, 3742 Lamar Avenue, Memphis, TN 38118

HOST International, 3402 Pico Boulevard, Santa Monica, CA 90406

Howard Johnson Motor Lodges, 222 Forbes Road, Braintree, MA 02184

Hyatt Corporation Executive Offices, 1338 Bayshore, Burlingame, CA 94401

Marriott Hotels, Inc., 5161 River Road, Washington, DC 20016

National Restaurant Association, One IBM Plaza, Suite 2600, Chicago, IL 60611
Ramada Inn, 3838 East Van Buren Street, Phoenix, AZ 85001
Royal Inns of America, Inc., 1355 Harbor Drive, San Diego, CA 92101
Western International Hotels, Inc., Olympic Hotel, Seattle, WA 98101

Hospitality Industry Organizations

American Hotel/Motel Association, 888 7th Avenue, New York, NY 10019
California Hotel/Motel Association, 520 Capitol Mall, Suite 706, Sacramento, CA 95814
California State Restaurant Association, 448 S. Hill Street, Suite 612, Los Angeles, CA 90013
Club Managers Association of America, 5530 Wisconsin Avenue, Washington, DC 20015
Food Service Executives Association, 212 Robinson Street, Los Angeles, CA 10026
International Food Service Executive's Association, 2827 Rupp Drive, Fort Wayne, IN 46805
Linen Supply Association of America, P.O. Box 2427, Miami Beach, FL 33140
National Executive Housekeepers Association, 201 Business and Professional Building, Gallipolis, OH 45631
National Institute for the Foodservice Industry, 120 S. Riverside Plaza, Chicago, IL 60606

Hospitality Industry Magazines

American Host Magazine, P.O. Box 3627, Des Moines, IA 50309
Chuck Wagon, P.O. Box 1429, Austin, TX 78767
Club Management Magazine, 408 Olive Street, St. Louis, MO 63102
Cooking For Profit, 1202 S. Park Street, Madison, WI 53715
Food and Equipment Product News, 347 Madison Avenue, New York, NY 10017
Hospitality Magazine, 614 Superior Avenue West, Cleveland, OH 44113
Hotel and Motel Management Magazine, 845 Chicago Avenue, Evanston, IL 60202
Institutions/Volume Feeding Management, 1801 Prairie Avenue, Chicago, IL 60616
Linen Supply News, P.O. Box 2427, Miami Beach, FL 33140
Lodging and Food Service News, 131 Clarendon Street, Boston, MA 02116
Motel/Motor Inn Journal, 306 E. Adams Avenue, Temple, TX 76502
Nations Restaurant News, 2 Park Avenue, New York, NY 10016
N.R.A. News, One IBM Plaza, Suite 2600, Chicago, IL 60611
Restaurant Business, 633 3rd Avenue, New York, NY 10017

VOCABULARY LIST/HOSPITALITY INDUSTRY

American Plan... *Daily per person rate includes room and food.*

AP (Full American Plan)... *Rate includes three full meals and room (full board or full pension).*

Back of the House... *Service areas not exposed to public.*

Bank... *The change cash given a cashier to start the shift.*

Beepers—One Way... *One-Way communication device. Message can be given, but not answered.*

Booking... *Reservations written in the book for rooms or parties.*

Bridge the Beds... *Turn the mattresses to put two twin beds together.*

Brush Up—"BUP"... *Tidying a room after a guest has checked out (beds having been done earlier) and replacing bathroom supplies.*

Buckets... *Containers in which the Front Desk Cashier puts guest folios.*

Cabana... *Room adjacent to pool area, with or without sleeping facilities, usually separate from hotel's main building.*

Captain... *Takes dining room food orders and is in charge of serving a section along with the other servers.*

Case Goods... *Furniture made of wood with storage areas; term now includes most furniture.*

Cash Bar... *Private room bar set-up where guests pay for drinks.*

Check-In... *Hotel day starts at 6:00 a.m.; however, occupancy of rooms by arriving guests may not be possible until after the established check-out time (usually 1:00 p.m.).*

Closed Dates... *Dates on which nothing can be rented because a "full house" is already booked.*

C/O... *Check out.*

Commercial Rate... *Rate agreed upon by a corporation and a hotel for all employees of the corporation.*

Comp... *Complimentary, no charge for room.*

Confirmed Reservation... *Oral or written confirmation by hotel that a reservation has been accepted (written confirmations are preferred). There is usually a 6:00 p.m. (local time) check-in deadline. If guest arrives after 6:00 p.m. and hotel is filled, assistant manager will make every effort to secure accommodations in another hotel (does not apply to guests with confirmed reservations where "late arrival" has been specified.*

Connecting Rooms... *Two or more rooms with private connecting doors permitting access between rooms without going into the corridor.*

Continental Breakfast... *Consists of juice, toast, roll, or sweet roll; coffee (tea or milk). In some countries, coffee and roll only.*

Continental Plan... *Rate includes breakfast and room. Commonly called "bed and breakfast."*

Contract Furnishings... *Furnishings designed for institutional use as opposed to home use; purchased on a contract that includes specifications, delivery time, etc.*

Covers... *Number of persons served at a food function.*

Crinkle Sheet... *Distinctively woven sheet (resembling seersucker) used to cover and protect blanket.*

Cut-Off Date... *Designated day when buyer (upon request) must release or add to function room or bedroom commitment. With certain types of groups, rooming lists should be sent to the hotel at least two weeks prior to arrival.*

Day Rate... *Usually one-half regular rate of room, for use by guest during a given day up to 5:00 p.m. Sometimes called a "use rate."*

Demi-Pension... *Rate includes breakfast and lunch or dinner and room.*

Deposit Reservation... *Reservation for which hotel has received cash payment for at least first night's lodging in advance and is obligated to hold the room, regardless of guest's arrival time. Hotel pre-registers this type of guest. Cancellation Procedure: This type of reservation should be cancelled as early as possible, but a minimum of 48 hours prior to scheduled date of arrival in a commercial-type hotel. For resort hotels, customer should verify cancellation policy at time of making reservation.*

Desk... *Although there are many hotel office desks, the term "Desk" is usually meant to be the front desk.*

DNP... *"Do Not Post" (usually found on hotel events sheet) means do not show on bulletin board.*

Double... *Room with a double or queen-size bed.*

Double-Double... *Room with two double beds.*

Duplex... *Two-story suite (parlor and bedroom(s) connected by an interior stairway.*

Efficiency... *Accommodation containing some type of kitchen facility.*

Entry-Level Jobs... *Jobs which one can start without having prior experience and for which the least amount of training is needed.*

EP (European Plan)... *No meals included in room rate.*

Executive Chef... *Skilled and experienced cook who manages all kitchen employees and activities; "chef de cuisine" is European term for this position.*

Extend the Beds... *Add extensions to make beds longer.*

Farm-Out... *Sending guests who have reservations which cannot be honored to other hotels with vacancies. This is done only when there are no rooms available, even though guests have made reservations.*

Felts... *Table pads; mattress covers.*

First Class... *Medium range (usually has private or semi-private bath).*

Flat Rate... *Specific room rate for group booking in advance, agreed upon by hotel and group.*

Flush Valve... *Handle and hardware used to flush toilet.*

Food and Beverage Cashier... *Person usually stationed in kitchen near door to dining area, who adds up restaurant checks, accepts money, and makes change for servers.*

French Service... *Each food item individually served at table by server, as opposed to serving a plate that has been completely set up in the kitchen.*

Front Desk... *Area where guest checks into hotel, where keys are kept, where mail is distributed, and from which information is dispensed.*

Front Office... *Area where information regarding guests is kept; also assistant manager's offices.*

Front Desk Cashier... *Person who totals all charges made to a room and collects money upon departure of guest.*

Front Desk Clerk... *Person who checks in guests and maintains available room inventory.*

Front of the House... *Entire area open to public use.*

Full Comp... *No charges made for room, meals taken in hotel, telephone, valet, or other items.*

General Clean... *Indicates thorough cleaning of guest room and bath; done on a periodic basis.*

Guarantee... *Figure given by group or organization to hotel, at least 24 hours prior to function, stating number of persons to be served. Most hotels are prepared to serve at least 5% over the guaranteed figure. Payment is made on a basis of the guaranteed number of covers or total number served, whichever is greater.*

Guaranteed Reservation... *Confirmed reservation with a promise to accommodate or to pay for a room elsewhere (including transportation there and back to first hotel next day). Guest guarantees to pay if a no-show.*

Guest Charge... *All services put on guest's bill—purchases, room service, telephone, valet, etc.*

Guest Property... *Items belonging to guests. Rules are set regarding the handling of guest property for housekeeping aides, bell persons, and other personnel.*

Held Luggage... *Guest property held in lieu of payment for accommodations.*

Hold Over... *Guest is staying over and the room is not available for re-rental.*

Hospitality Room... *Room used for meetings, entertaining. Usually a function room or parlor.*

Hospitality Suite... *Parlor with connecting bedroom(s) adaptable for entertaining.*

Host Bar... *Private room bar set-up where beverages are prepaid by a sponsor.*

Hotel... *Provides overnight lodging, food service, valet service, and other types of guest services. In addition, provides meeting rooms and dining facilities for groups.*

Hotel Garni... *Hotel without dining facilities (except breakfast).*

House... *Hotel is often referred to as the "House" and "House" policies are set.*

House Count...*Number of rooms rented on a particular date.*

House Person...*Employee who works for housekeeping or maintenance departments; does heavy cleaning jobs, lifting, and moving.*

Housing Bureau...*Local convention bureau or civic organization will (for certain convention groups) act as a "housing bureau" and assign rooms in various participating hotels in city or area. Sometimes a "hotel clearing house" is a semi-official organization that assigns rooms in hotels for individuals and/or groups seeking accommodations in a certain area.*

IFB (Including Fringe Benefits)...*Meals, insurance, vacation pay, pension fund, uniforms, etc. that are provided to hotel employees.*

Inspected...*Room has been checked for readiness by an authorized person.*

Junior Suite...*Large room with a partition separating bedroom area from sitting area.*

King...*Largest size bed available from manufacturers; may be 80 inches by 80 inches or 72 inches by 72 inches; may be formed by putting two twin mattresses crosswise on twin box springs.*

Lanai...*Room overlooking water or garden, with a balcony or patio (often found in resort hotels).*

Make Up...*Change linen on beds, clean room and bathroom, while guest is registered in room.*

MAP (Modified American Plan)...*Rate includes breakfast, dinner, and room.*

M.I.P....*Most Important Person.*

Motel...*Usually provides only lodging although some have restaurants attached to them. They often do not provide room service and other special guest services.*

MTD...*Month-to-Date—these are accounting totals showing the revenues and expenditures for a specific month as of a specific date.*

Napery...*Table linens.*

Night Spread...*Lightweight spread used on bed at night to protect blanket and give each guest a clean cover.*

No-Show Employees...*Personnel who do not come to work on a scheduled work day and do not call in to explain their absence.*

No-Show Guests...*Guest with confirmed reservation who does not check into hotel or call to cancel.*

Occupancy...*Number of rooms actually in use.*

Open...*Rooms available for renting.*

Out of Order...*Status of a room, not rentable because it is being repaired or redecorated.*

Oversold...*Reservations have been accepted beyond a hotel's capacity to provide rooms.*

Paid Bar...*Private room bar. All beverages are prepaid.*

Par Stock...*Minimum number of any item needed for the hotel to operate efficiently.*

Parlor...*Living or sitting room not used as a bedroom (called a "salon" in Europe).*

Parlor Aide...*Housekeeping aide who services suites and public areas.*

Party...*Used to refer to a person or a group which is on the property. Many times the group is there for a meeting, not a party in the festive sense. Nonetheless, it is referred to as a party. Even an individual may be referred to as the "party in Room 337."*

Perpetual Inventory...*Ongoing daily count of stock checked in and out as well as balance on hand.*

Physical Inventory...*A periodic count of all items on hand at a given time.*

Pocket Pager...*Communication device that permits one to receive messages, but not answer them.*

Powder Room Aide...*Housekeeping aide who maintains public areas and restrooms.*

Pre-Registered...*No delay in check-in, usually provided guests who have stayed in hotel previously; often room assignments based on guests' previous preferences.*

Processing...*Preparing various insurance and tax forms after an employee is hired.*

Property...*A hotel's building, land, and all facilities connected with it.*

Property Maintenance...*Department in very large hotels that does heavy cleaning in front and back of house, usually includes night cleaning crew; may be in charge of keeping up exteriors and grounds.*

Public Areas...*Those areas where the general public may be found such as meeting rooms, lobbies, hallways, elevators, stairways. Guest rooms are not public areas.*

Queen...*Middle-sized bed—larger than a double, smaller than a king; dimensions 60 inches by 80 inches or 60 inches by 72 inches.*

Rack Rate...*Current rate charged for each accommodation as established by hotel's management.*

Rates...*Rates vary depending on the individual's purpose and frequency of hotel occupancy. Corporations and large conventions get reduced rates because of the volume of business they bring into the hotel.*

Rebate...*Part or all of a charge refunded to guest.*

Reception Host...*Person who greets and registers guests.*

Roll In...*Put rollaway bed in guest room.*

Roll Out...*Take rollaway bed out of guest room.*

Room Rack...*Slotted board at front desk with all rooms listed in numerical order on which colored cards are placed to denote occupancy or vacancy.*

Rooming List...*List of names submitted in advance by buyer to occupy previously reserved accommodations.*

Run-of-the-House Rate...*Agreed upon rate, generally priced at figure between minimum and maximum, for group accommodations for all available rooms except suites. Room assignments usually made on a "best available" basis.*

Runner...*Person who supplies restaurants with food from storage areas.*

Sample Room... *Display room which is used by guest for showing merchandise. It may or may not have sleeping facilities.*

Security... *Department in charge of protecting hotel, employees, and guests from robbery and vandalism.*

Single... *Room with one bed for one person.*

Skips... *People who leave hotel without paying bill.*

Sleep Out... *Guest who rented room, but did not sleep there.*

Sous-Chef... *Cook who is second in command of kitchen; in large hotels there may be several, with each in charge of specific restaurants.*

Studio... *One-room parlor set-up having one or two couches that convert to beds (sometimes called an executive room).*

Suite... *Parlor connected to one or more bedrooms. When requesting a suite, always designate the number of bedrooms needed.*

Support Positions... *Jobs that directly assist a department head.*

Table d'Hote... *Full course meal with limited choice.*

Tel Autograph... *Used to produce a facsimile telegram, reproducing printed and graphic matter by means of a transmitter in which the motions of a pencil are reproduced by a receiving pen controlled by electromagnetic devices.*

Third Sheet... *A night spread or cover used to protect blanket.*

Tidy-Up... *To straighten a room after guest's departure when full service has been given earlier to room.*

Toilet Tissue... *Toilet paper—not to be confused with facial tissue—placed in bathrooms and public lavatories.*

Tourist or Economy... *Commercial-type hotel (usually without private bath).*

Turn Down... *Evening service—removing bedspread and turning down bed, straightening room and replenishing used supplies and linen.*

Twin... *A room with twin beds.*

Twin Double... *A room with two double beds for two, three, or four persons; sometimes called a "family room" or "double-double."*

Vacant and Ready... *A room that is unoccupied, cleaned, and ready for renting.*

V.I.P.... *Very Important Person.*

Walkie Talkie... *Communication system where messages can be both sent and received.*

Walk-Ins... *A guest who appears at hotel in person and requests room when not holding a reservation.*

Water Closet... *Toilet.*

"We Walked One Or Two"... *Small number of people with reservations who could not be accommodated. They were taken (gratis) to another hotel where rooms had been obtained and paid for by first hotel.*

APPENDIX

Student Career Materials
Sample Hotel Worksheets, Forms
Supply Lists

CAREER STUDY UNIT

The following questions will help guide your exploration into a possible career. Please choose an occupation in which you have an interest.

1. *What occupation interests you?*
2. *What is the average wage or salary for this occupation?*
3. *What are the qualifications and/or experience needed to work in this field?*
4. *Briefly describe the training required for this occupation.*
5. *What is the employment outlook (the occupation's future) for the next five years?*
6. *Name three schools where you can get additional training in this occupation (give complete names and addresses).*
7. *List at least two sources where you can obtain more information about the occupation you have chosen.*
8. *Into what additional or related fields does this occupation provide entry?*

SIMULATED JOB INTERVIEW

Good morning. Please take a seat.

1. *I understand you are interested in working here at* _____ *as part of your training program at your school. My name is* _____ _____ *and I'm the personnel director. I would like to ask you a few questions regarding your interests and your qualifications. Then you may have some questions you would like to ask me. Does that sound okay?*

2. *Why did you enroll in your school's hospitality training program?*

3. *I notice from your application that you have worked at two other jobs while in high school. Can you tell me a little about those jobs and what you did?*

4. *What did you like best about the last job you held?*

5. *Was there anything you found unpleasant or undesirable about it?*

6. *Do you have any plans concerning what you will do after you graduate from high school?*

7. *Can you tell me something about how you have done in school up to this point—your grades and school activities, for example?*

8. *How about attendance? Do you attend regularly? How often are you tardy?*

9. *Have you been involved in any special school projects during the past year that you could tell me about?*

10. *We are pleased when a young person expresses an interest in working in this industry. Tell me what you think the role of a* _____ *involves.*

11. *In your opinion, what distinguishes an average employee from a superior employee?*

12. *Do you have any questions you would like to ask me about the job for which you're applying?*

13. *Fine. Thank you for talking with me. We will let you know soon whether you have been selected for the position.*

EVALUATION OF SIMULATED JOB INTERVIEW

Name of Student _____

Rate the student who is participating in the simulated job interview. Place a check in the appropriate space that best describes the student's performance while participating in the simulated job interview.

	Poor	Avg.	Good
1. Voice	_____	_____	_____
2. Posture	_____	_____	_____
3. Poise	_____	_____	_____
4. Attitude toward interviewer	_____	_____	_____
5. Knowledge of the job being sought	_____	_____	_____
6. Knowledge of the firm	_____	_____	_____
7. Ability to handle questions	_____	_____	_____
8. Ability to ask questions about job	_____	_____	_____
9. Ability to relate school, work history	_____	_____	_____
10. Overall impression of the interview	_____	_____	_____

JOB APPLICATION BY LETTER

The applicant's initial contact with an employer is made by letter in many instances. Experience indicates that an applicant must be very careful about the appearance of the letter and the information it contains. The following factors are important in letters of application.

1. The letter will best serve its purpose if it is businesslike and carefully worded.

2. Use white 8½ x 11" bond paper and a white envelope. The letter should be typed or written in ink, using black, blue, or blue-black ink. Although not required, it is considered courteous if the applicant encloses a self-addressed stamped envelope.

3. A well-typed letter is preferable. A hand-written letter is acceptable, but it does not make the best impression. Remember that a typed name is *not* a signature. Sign the letter in ink.

4. Be certain that the name of the person to receive the letter is correctly spelled. A misspelled name may cause the letter to be eliminated.

5. The salutation should read "Dear Mr. or Ms. Brown."

6. State at the opening of the letter that you have learned of the job opening through your school's placement office or whatever the source. You thereby associate your application letter with the contact that has been established.

7. The letter should be brief. Omit personal information unless you possess special skills or aptitudes which merit specific mention.

8. A wage or salary is approached more satisfactorily at a later date, after the employer has indicated an interest in your application. If asked to state an expected salary, it is sound to specify that you would be willing to consider a salary customarily paid to persons with your preparation and experience.

9. If your present address or telephone number is not applicable, note this fact and state where you may be reached or a message may be left. Another applicant may be chosen because you could not be reached.

10. If you are asked to fill out an application form, do so promptly. The application may be typed unless instructions state that all information must be given in the applicant's handwriting. Be sure to answer all items and to affix your signature.

11. The closing should read "Very truly yours" or "Yours truly."

Sample Job Description

HOUSEKEEPING SUPERVISOR

TITLE:	Supervisor, Housekeeping.
REPORTS TO:	Director of Housekeeping.
SCHEDULE:	8:15 a.m. to 4:15 p.m. Sundays and holidays. 8:45 a.m. to 4:45 p.m. five days per week.
DUTIES:	Ensure maximum efficiency in performance of housekeeping aides to acquire and maintain immaculate guest rooms and surrounding public areas.

1. After preparing your workbook, sign-in for your paper and keys, go to your assigned floors, check the daily Housekeeping Vacant-Room Report, and record in your book all vacant and out-of-order rooms.

2. Check all vacant rooms not in order and report their condition to the linen room as well as any discrepancy between the Housekeeping Vacant-Room Report and the physical condition of the room.

3. Check all vacant rooms in open sections (put on bedspreads in sleep-outs or vacant rooms which received night service) and all rooms out-of-order.

4. Report used sleep-outs, sleep-outs, and light luggage to the linen room.

5. Check carts for proper supplies and neatness and see that the housekeeping aides have the proper cart equipment with which to work (when the shift is ended, carts should be placed in designated area). Keep runner cart number as record in workbook.

6. After receiving the schedules, hang them up on the corresponding floor and inform housekeeping aides about assignments.

7. Supervise housekeeping aides while they are working on the floor for general appearance and conduct.

8. Check-out cards: When a guest is checked out by a bell person, a c/o card will be placed on the outside room door, red side up. After the housekeeping aide has made up the room and put it in order, he/she will hang the card on the outside door knob, white side up. This indicates the the room is ready for inspection. These cards are to be turned into the linen room by the supervisor when coming down for breaks, lunch, and going off duty.

9. Ensure that guest rooms are cleaned properly and that every room is completed once it is started. This includes make-ups as well as check-outs (c/o's).

10. Check trainees regarding their progress and issue report in writing to the assistant housekeeper.

11. See that all check-outs are put in order by the day housekeeping aides if the guest leaves the room before 2:00 p.m. At 3:00 p.m., call to the linen room all late c/o's.

12. Check with your housekeeping aides for refusals or late service. Before going off duty, check that these rooms are entered in the make-up book and/or record the time when service is wanted.

13. It is your responsibility to see that all vacant rooms on your floors are in order and the evening room count of *all* sections is correct.

14. Upon receiving a message on the pager, call the linen room for confirmation. Inform linen room attendant when you are going for lunch breaks. If page system breaks down, call every half hour to linen room.

15. All c/o's, V.I.P.'s and Pre-Reg's are given by pager. Record these and the time received on the room-control slip in the proper space behind the room number.

16. Enter time when you have called V.I.P.'s and Pre-Reg's as "in-order" to the linen room.

17. Throughout the day, your work will be kept according to the instructed procedure and, when going off duty, left in the designated area.

18. Besides your V.I.P. and Pre-Reg rooms, thoroughly check as many rooms as possible on your floors and turn in a list of approximately 30 checked rooms.

Sample Work Procedure Form

PROCEDURE FOR CLEANING GUEST ROOM CHECK-OUT

A. OBJECTIVES
1. To provide guests with clean linens for bed and bath.
2. To be sure that room is returned to order after use.
3. To create a pleasant and comfortable place for the guest.
4. To meet the sanitation requirements of health laws.

B. SUPPLIES NEEDED
1. Detergent cleaner in spray bottle.
2. Disinfectant in spray bottle.
(Note: A germicidal cleaner can be substituted for Nos. 1 and 2).
3. Glass cleaner in spray bottle.
4. Furniture polish.
5. Air freshner in spray.
6. Abrasive cleaner.
7. Clean sheets.
8. Clean pillow cases.
9. Clean bath towels.
10. Clean hand towels.
11. Clean wash cloths.
12. Clean bath mat.
13. Clean bed spread.
14. Clean blanket.
15. The following printed supplies—stationery, envelopes, postcards, sani-bags, room service menu, directory of services, toilet seat band, shoe shine cloth, laundry bags and lists, credit card applications, comment slips, "Do Not Disturb" sign, matches, wrapped soap, toilet tissue and facial tissue.

C. EQUIPMENT NEEDED
1. Housekeeping Aide's basket.
2. Pail.
3. Sponge.
4. Clean cloths.
5. Bowl mop.
6. Vacuum cleaner.

D. STEPS IN CLEANING ROOM
1. Pull cart to door of room.
2. Check night button.
3. If it depresses knock on door.
4. If no one comes to door, open door with pass key.
5. Move cart into position across door.
6. Pick up basket and enter room.
7. Set basket in bathroom.
8. Turn on all lights to see that they are working properly.
9. Open draperies.
(Note: If odors are in room, turn off A.C. and open glass door.)
10. Cover and remove any food trays to the assigned area for pick up.
11. Check drawers for articles which guest may have left.
12. Pick up any trash, papers, bottles, and rubbish and put into waste can.
Note: Give careful attention to envelopes. Be sure there is nothing of value in them. Guests sometimes leave very valuable items such as airline tickets.
13. Be sure all fire is out and dump ash trays into waste can. Take the trays to bathroom for future washing, along with waste can.
14. Pick up the trash from the bathroom, empty bottle opener.
15. Take both waste cans to cart and empty trash into trash bag.
16. Leave cans in bathroom for cleaning.
17. Return to bedroom.
18. Remove linen from bed and check each piece to be sure the guest has not left personal articles.
19. Pick up used linen from bedroom.
20. Go by and gather up used items in bathroom.
21. Remove all to cart and put in linen bag on cart.
22. Pick up clean linen from cart and stack in order to be used on the chair nearest the bed.
23. Dust bed rails with treated cloth.
24. Make bed.
25. Clean bathroom as follows:
a. Fill pail with clean water from tub faucet.
b. Spray ice container and tray with detergent solution. Rinse well and dry with clean cloth.
c. Wash ash trays—rinse and dry.
d. Wash waste cans by spraying with detergent—scrubbing stains with abrasive—rinse and dry.
e. Starting at the corner of the tub, clean with detergent solution as follows:
(1) Tile walls
(2) Tub inside and out
(3) Soap dish
(4) Shower curtain
f. Clean toilet with disinfectant as follows:
(1) Spray seat, wipe dry and leave up
(2) With bowl mop push water over trap
(3) Spray inside with detergent
(4) Use abrasive for stubborn stains and encrustations
(5) Flush
(6) Spray a fine mist of disinfectant over toilet
(7) Put seat band on
g. Spray inside of tub and basin and basin stopper with disinfectant.
h. Spray mirror with glass cleaner and polish.
i. Go over light shade with mirror cloth.
(Note: Replace any burned out bulbs.)
j. Place towels on racks.
k. Place soap, ash tray, matches, 4 glasses, on vanity.
l. Wipe toilet tissue holder and leave tissue needed.
m. Wipe facial tissue holder and leave facial tissue needed.
n. Spray floor with detergent solution.
o. Rinse floor with sponge working toward door.
p. Spray floor with fine mist of disinfectant solution.
26. Take Housekeeping Aide's basket to cart.
27. Pick up vacuum from cart.
28. Vacuum bedroom—starting at back and working toward door.
30. Pick up treated dust cloths and work in following order dusting room:
a. Door
b. Closet
c. Head boards
d. Night stand
e. Telephone
f. Pictures
g. Air Conditioner
h. Patio rails
i. Window frame, track, screen
j. Party table and chairs
l. Television
m. Desk
n. Lamp
o. Desk chair
p. Connecting doors
31. Spray mirror with glass cleaner and polish dry.
32. Replace missing room supplies in the following places.
a. Night stand
(1) Ash tray and matches
(2) Telephone directory with hotel cover
b. Party table
(1) Bible
(2) Current hotel magazine
(3) Current hotel directory
c. Desk—on top
(1) Credit card application (travel)
(2) Credit card application (oil company)
(3) Comment slip
In drawer
(1) 1 fly swatter
(2) 4 sani-bags
(3) 1 room service menu
(4) 1 "Do Not Disturb" sign
(5) Stationery bag containing 6 pieces stationery, 3 envelopes, 3 postcards
(6) Directory of services
(7) Plastic shoe bag
d. Closet
(1) 2 laundry bags with lists
(2) 2 shoeshine cloths
33. Close and make sure door is locked.

Sample Worksheet

HOUSEKEEPING SUPERVISOR CHECK SHEET
Bedroom Cleanliness and Supplies

DATE: _____ ROOM: _____ HOUSEKEEPING AIDE: _____

	Acceptable	Unacceptable
1. DOOR: lock, inside, safety, stop, law and rate cards.	_____	_____
2. ENTRANCE LIGHT: switch, bulb, shade.	_____	_____
3. CLOSET: door, floor, rod, shelf, hangers, shoe shine cloth, laundry bags and lists.	_____	_____
4. BEDS: make-up, spreads, headboard, sheets, pillow-cases, bed pads, blanket, rails.	_____	_____
5. FLOOR: under beds, at wall, corners, spots.	_____	_____
6. NIGHT STAND: shelf, sides, top, ashtray, matches, lamp, bulb, shade.	_____	_____
7. TELEPHONE: dial, dial instructions, receiver, cords, recess, telephone directory, hotel cover.	_____	_____
8. PICTURES: frame, face.	_____	_____
9. AIR CONDITIONER: top, grill, controls, filter.	_____	_____
10. WINDOW: glass, frame, lock, track.	_____	_____
11. PATIO: floor, rails.	_____	_____
12. DRAPERIES: rod, cord, hooks.	_____	_____
13. HANGING LAMP: chaincord, bulb, bottom plate, shade.	_____	_____
14. PARTY TABLE: top, books and hotel publications, ashtray, matches, stand, base.	_____	_____
15. CHAIRS: legs, backs, arms, cushions, seams.	_____	_____
16. TELEVISION: top, back, cords, controls, screen, base, working.	_____	_____
17. DESK: mirror, top, ashtray, matches, required promotional materials, comment slip, drawers, base.	_____	_____
18. DESK SUPPLIES: stationery, envelopes, postcards, sanibags, room service menu, "Do Not Disturb" sign, fly swatter, directory of services, plastic shoe bag.	_____	_____
19. LAMP: bulb, shade, base, cord.	_____	_____
20. DESK CHAIR: back, legs, rungs, seat.	_____	_____
21. WASTEBASKET: inside, outside.	_____	_____
22. WALLS: ceiling.	_____	_____
23. CONNECTING DOORS: stop, lock, sound strips.	_____	_____

COMMENTS: _____

_____

Inspected by: _____ Title: _____ Time: _____

All unacceptable items must be corrected.

Sample Worksheet

HOUSEKEEPING SUPERVISOR CHECK SHEET
Bathroom Cleanliness and Supplies

DATE:_____ROOM:_____ HOUSEKEEPING AIDE:_____

	Acceptable	Unacceptable
1. DOOR: outside, inside, stop, hook.	_____	_____
2. MIRROR: glass, edge.	_____	_____
3. LIGHT: shade, bulbs.	_____	_____
4. BASIN: inside, edge, fixtures, overflow, drain.	_____	_____
5. VANITY: top, tray, ice container, glasses, soap, ashtray, matches.	_____	_____
6. BOTTLE OPENER	_____	_____
7. TISSUE BOX: paper facial tissues.	_____	_____
8. TOILET TISSUE HOLDER: toilet tissue roll.	_____	_____
9. TOILET: tank, flush, lid, seat, hinges, bottom, back, under rim, bowl, seat band.	_____	_____
10. VENT	_____	_____
11. WALL: painted, tile, grout.	_____	_____
12. CEILING	_____	_____
13. SHOWER: head, curtain or door, safety strips.	_____	_____
14. TUB: outside, inside, safety strips, fixtures.	_____	_____
15. SOAP DISH: wrapped soap.	_____	_____
16. BATH MAT	_____	_____
17. TOWELS: bath, hand, washcloths.	_____	_____
18. WASTEBASKET: inside, outside.	_____	_____
19. FLOOR: tile, grout, corners, under vanity, threshold.	_____	_____

COMMENTS:_____

_____

Inspected by:_____ Title:_____ Time:_____

All unacceptable items must be corrected.

Sample Worksheet

STOREROOM REQUISITION

No. 82 # _____ Date 4-19

CHARGE TO: _____

Quantity	Item	Unit Price	Total
Dz - 7 cans	Evaporated milk	.19	1.33

Total 1.33

Signed A.B. See

Approved KBL

77-42 03-0250 300-11-77 2M